



DELTA KAPPA GAMMA

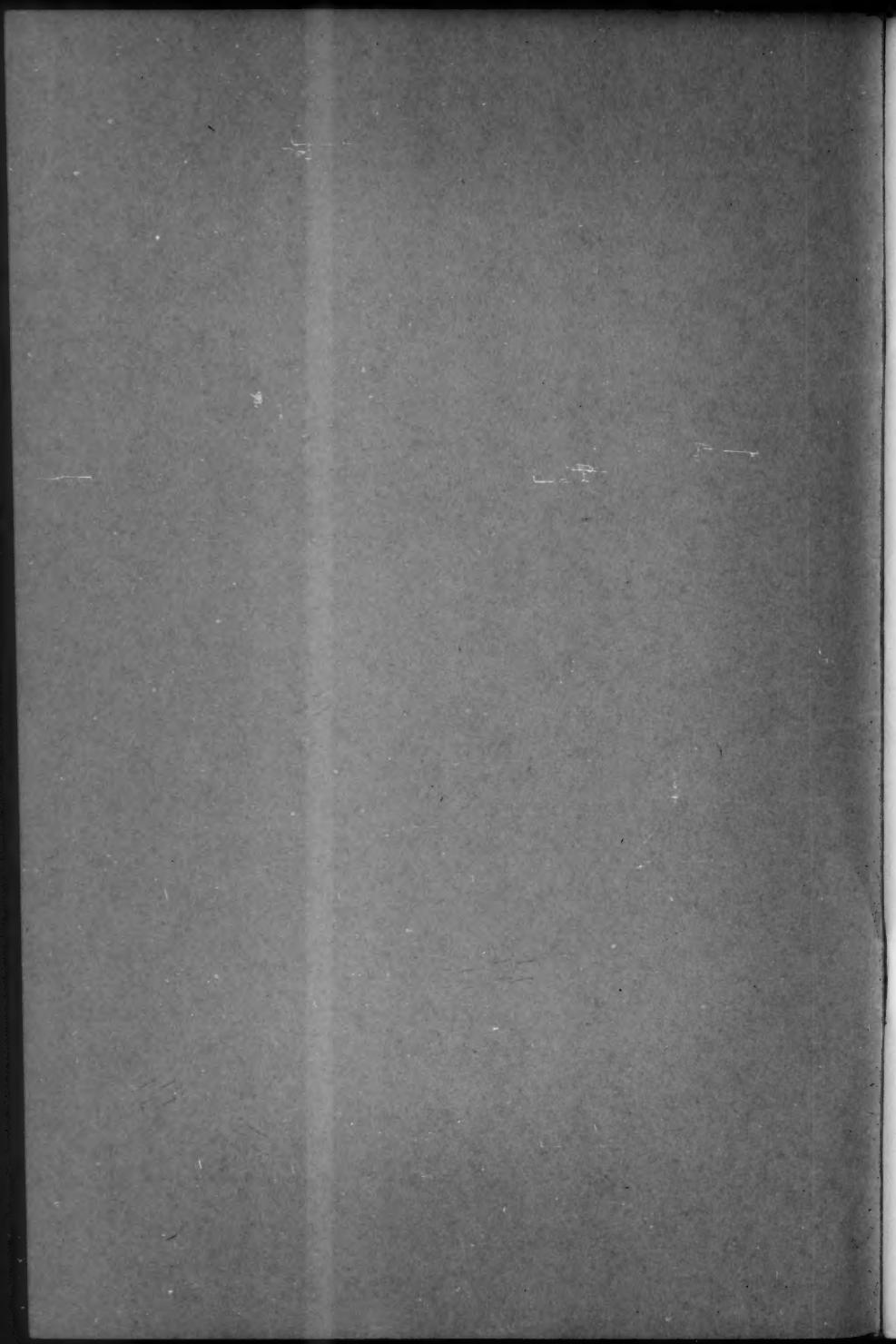
Bulletin



March

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THE
DELTA KAPPA GAMMA

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The Delta Kappa Gamma Bulletin

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About Our Contributors

We are indebted to Ruth Hesselgrave, the former president of the Connecticut State Organization, for sending us the account of the stirring discussion summarized by Adelaide N. Baker. No other educational problem is calling at the moment for more spirited replies than the one which Mrs. Baker so ably discusses. She is a member of the Beta Chapter.

From Utah comes the article, "Education for the New Day." It was penned by Elizabeth A. Dutton of the Beta Chapter.

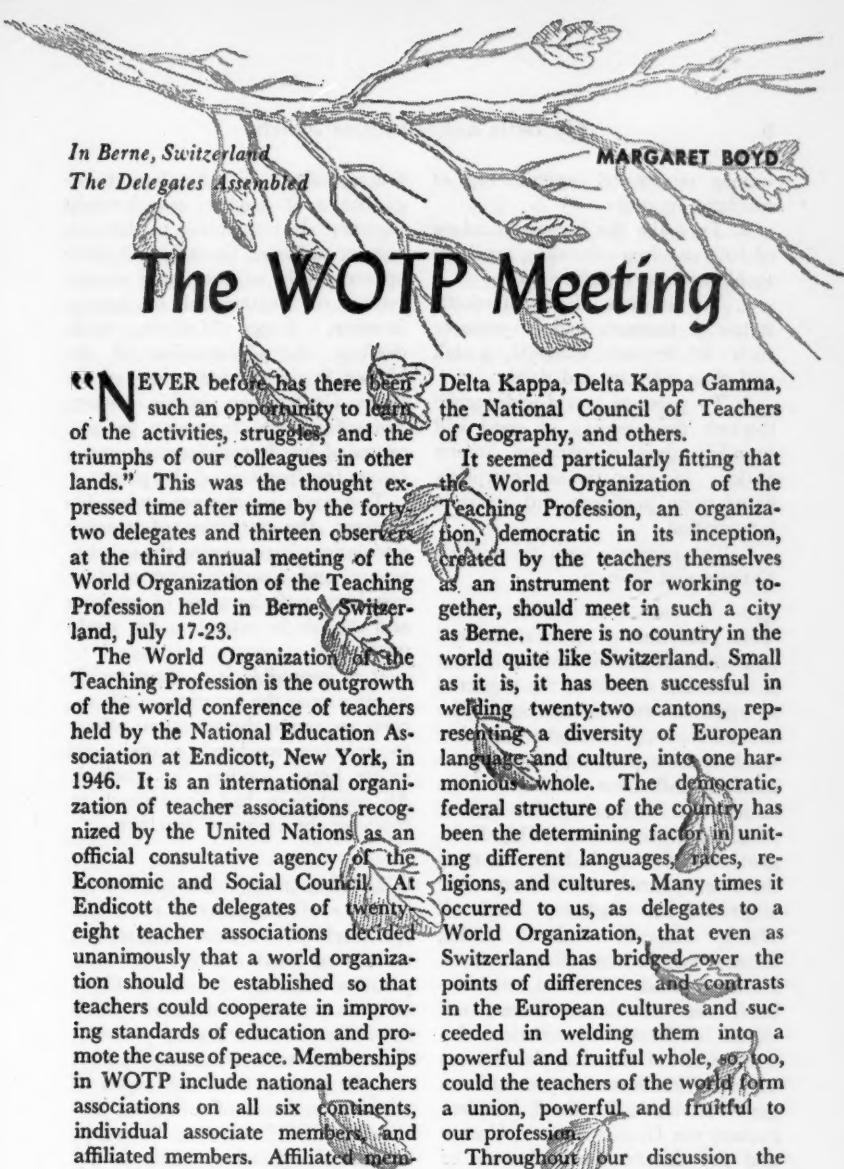
Frances Edwards needs almost no introduction. Her articles have appeared in these pages on previous occasions. We are always interested in the research she undertakes to answer pertinent questions which are of interest to us. Miss Edwards is a member of the Delta Chapter in Nebraska.

In Massachusetts Doris Almy is considered a specialist in public relations. This is her field, so she

is especially well equipped to pose the pertinent question which is the title of her article. Miss Almy is a member of the Beta Chapter.

At the Northeast Regional Meeting in Rochester, New York those of us who listened to the fine symposium chaired by Dr. Laura Braun of Pennsylvania were touched by the sincerity and idealism of a young speaker. She is Susan H. Villareale, a recent graduate of the Brockport Teachers College and quite aware that she is only a novice. She did, however, make a fine contribution to our thinking and, in addition, gave to all of us who listened the assurance that idealistic youth is still gravitating to the profession.

It is appropriate that the Durham Conference held in New Hampshire should be summarized by Katharine Obye. Miss Obye has attended a number of these conferences and is especially well equipped to give us reliable, first-hand impressions.



*In Berne, Switzerland
The Delegates Assembled*

MARGARET BOYD

The WOTP Meeting

"NEVER before has there been such an opportunity to learn of the activities, struggles, and the triumphs of our colleagues in other lands." This was the thought expressed time after time by the forty-two delegates and thirteen observers at the third annual meeting of the World Organization of the Teaching Profession held in Berne, Switzerland, July 17-23.

The World Organization of the Teaching Profession is the outgrowth of the world conference of teachers held by the National Education Association at Endicott, New York, in 1946. It is an international organization of teacher associations recognized by the United Nations as an official consultative agency of the Economic and Social Council. At Endicott the delegates of twenty-eight teacher associations decided unanimously that a world organization should be established so that teachers could cooperate in improving standards of education and promote the cause of peace. Memberships in WOTP include national teachers associations on all six continents, individual associate members, and affiliated members. Affiliated members include state teacher associations, local teacher associations, Phi

Delta Kappa, Delta Kappa Gamma, the National Council of Teachers of Geography, and others.

It seemed particularly fitting that the World Organization of the Teaching Profession, an organization, democratic in its inception, created by the teachers themselves as an instrument for working together, should meet in such a city as Berne. There is no country in the world quite like Switzerland. Small as it is, it has been successful in welding twenty-two cantons, representing a diversity of European language and culture, into one harmonious whole. The democratic, federal structure of the country has been the determining factor in uniting different languages, races, religions, and cultures. Many times it occurred to us, as delegates to a World Organization, that even as Switzerland has bridged over the points of differences and contrasts in the European cultures and succeeded in welding them into a powerful and fruitful whole, so too, could the teachers of the world form a union, powerful, and fruitful to our profession.

Throughout our discussion the purposes of WOTP were kept before us: to secure world-wide cooperation

among recognized organizations of teachers, in order:

1. To make the highest standard of full and free education available to all without discrimination.

2. To improve the professional status of teachers and to promote their intellectual, material, social, and civic interests and rights.

3. To promote world-wide peace through the building of good will founded upon cooperation among nations in educational enterprises based upon pertinent and accurate information.

4. To cooperate with the United Nations and Unesco.

THE personnel of an international conference is not only interesting but is indicative as well of the potential strength of the organization. The Berne meeting brought together teachers from points as far apart as Iceland and New Zealand, from nations as large as India and as small as Luxembourg. This Delegate Assembly included twelve of the twenty-three national member organizations, Canada, England, Wales, Finland, Iceland, India, Luxembourg, Malta, New Zealand, North Ireland, Scotland, Switzerland, and the United States; and eleven affiliated organizations including the Delta Kappa Gamma Society. Observers were present from the Netherlands, Thailand, Istanbul, France, the United Nations, Unesco and the International Bureau of Education. Dr. William F. Russell, President of WOTP, noted that this organization, representing two mil-

lion teachers, is the largest organization of teachers ever brought together. In responding to the welcoming addresses, Dean Russell spoke appreciatively of the great contribution of Switzerland to human freedom. James Madison, while drafting the Constitution of the United States, carried a copy of the Swiss Constitution in his pocket; Switzerland was for many years a center of intellectual freedom and a haven for freedom of the press.

Two main issues were under discussion: the activities of teacher associations in protecting the salaries, tenure, and superannuation of their members, and the place of teachers and schools in education for world peace.

It is impossible in a short article to summarize the practices in the various countries, the strenuous efforts to enhance teachers' salaries and secure better services for teachers. All associations had done much to promote the rights of teachers.

THERE seemed to be general acceptance of the practice of tenure for teachers; in most countries a teacher of good conduct has comparative security of tenure. However, there were two facets which showed some diversity of practice; the marital status of women teachers and the protection of the rights of teachers in cases of proposed dismissal. WOTP went on record in support of regulations which do not discriminate against married women and proposed that every teacher, who might be considered for dis-

missal, be guaranteed the right of a full hearing before a decision is reached.

The growth of provisions for retirement and death benefits for teachers was noted in all countries; however, we felt the real needs of the teachers are not being actively met. It was felt that teacher retirement programs should provide a pension which would enable the teacher to maintain his standard of living and, upon the death of the teacher, give adequate support to his dependents. The Lump Sum provision, operative in some nations, whereby the teacher receives upon retirement (in addition to his pension) a sum which will enable him to make the transition from professional life to retirement evoked much interest.

THE problem of salaries presented great diversity. It was difficult to compare these because of different standards of living. The need of charts comparing the remuneration of teachers with that of other occupations was noted. More definite information should be collected. However, we felt that in our respective nations, qualified teachers, having equivalent training and experience, should receive equal pay, regardless of sex or class assignment. The principle of equal pay, regardless of sex, in equivalent teaching positions, seemed rather uniformly accepted, but a wide divergence between the salaries of elementary and secondary school teachers was evident. WOTP believes that teachers

should not be discriminated against because of race, color, belief or social, economic, or marital status. Country after country reported that a large percentage of the school work is being carried out by unqualified teachers because the salaries are deplorable.

SINCE each country reported the advances made during the last few years, the report for the United States was given by Dr. Holt, President of the National Education Association. Dr. Holt was faced with the problem common to all who attempt to interpret American education for others, namely, the difficulty of explaining that public education in our country is primarily a function of state governments, which, in turn, delegate many functions to local boards of education. There, since the structure and direction of public education are not centralized nationally, the programs of professional education associations with respect to salaries, retirements, and tenure follow a somewhat similar decentralized pattern. His report indicated the contribution of the NEA to improvement in teaching personnel practices through its defense activities, research studies, legislative work, publicity, public relations, conferences, and field work. Dr. Holt presented the NEA as the unifying force between the forty-eight states which, in themselves, have policies as diverse as the 130,000 local school districts which are included in them.

Much favorable comment was

given to the report on opinions assembled from questionnaires sent to British and American exchange teachers for 1947-1948 which was submitted by Dr. Stroh in the name of the national organization of Delta Kappa Gamma. Frequent allusion was made to this as the type of work which could be done by individual affiliate members of WOTP. This was not a statistical study but an attempt to interpret opinion, very often elusively or equivocally stated. It is impossible to give any adequate account of that report here; it will be published in a separate article.

Observation of schools where an exchange or visiting teacher has been placed, indicates that the possibility of developing among children adequate concepts of world citizenship and international understanding is greatly increased by this personal contact. In several countries there is great interest in this exchange program and a strong desire that it be expanded to include countries other than England and France.

ONE highlight of the meeting was the opportunity to meet Dr. Marie Butts, Secrétaire Générale honoraire de Bureau d'International Education. Dr. Butts is known to Delta Kappa Gamma members. She reported on the Conference on Public Education which had just brought educators from forty-seven countries to Geneva. She spoke of their interest in primary education and improved methods of reading, of the need of teaching world geography so that through this may be de-

veloped world understanding, of the concern of all countries for the school lunch program, and for social service through the schools. She sketched the possibility of a World Charter for teachers which would give to the world the rights and privileges, the duties, and responsibilities of the teacher. It was a privilege to see Dr. Butts actively working for those principles which mean much to Delta Kappa Gamma members.

THE delegate to this conference felt continually that he was having an unparalleled experience; no one else ever had had the opportunity of giving and receiving the knowledge gained at this meeting. Quotations from the individual reports in the spheres of salaries, tenure, and superannuation would be of much interest to you. From Switzerland: "A teacher's position, it is true, is a secure and honorable one. Is this sufficient compensation for the somewhat meagre remuneration he receives for his services? It is a significant and ominous fact that the medical, scientific, and legal professions have of late years attracted our most capable young people." Reporting his attendance for WOTP at the Unesco Conference in Beirut, Mr. Gould says: "The first thing that struck me there, was that the teachers occupied a lowly position in the world of affairs, for, out of a conference of more than 400 people, there were only six who contact directly the lives of ordinary children in school." From Canada:

"Pensions for retired teachers are not sufficient to meet the need in times of inflation. The Alberta Teachers Association passed a resolution authorizing action to deduct up to one percent of their salaries to provide a fund to supplement pensions of needy retired teachers." From New Zealand: "Teachers transferred after promotion after three years of prior service may now have removal expenses paid up to a maximum of sixty pounds. Rural teachers distant from shopping centers will now be given time off for shopping intervals." The Australian Teachers Federation enters a strong protest at the failure of the Australian Government to include a representative of the Federation in the delegation to the 1948 Unesco Conference.

Practices of unusual interest were too numerous to mention here. However, the opportunity of exchanging such experiences added much to enjoyment of the meeting; in fact, such incidents were the "spice" of the program. Delegates listened carefully to such items; possible boycott of a vacancy in Switzerland if a teacher has been unjustly dismissed, an applicant for this position might lose his membership in his professional organization; salaries consisting of a basic portion and a supplement which can be adjusted to the cost of living; salaries which can be raised or lowered according to the number of pupils taught; earlier retirement ages for women than men; evaluation of a retirement system every seven years, the state

assuming additional obligation if necessary; court of appeals for hearing complaints concerning salaries; two-year salary and illness bonus granted for one contracting a contagious disease; monthly salaries plus a bonus according to the number of years of service plus a bonus for wife plus a bonus for each child; a basic work week (twenty-seven, or thirty hours) with extra pay for overtime; the right to retire with pension at any age if disability results from school work, special fees for the inspecting, library, office, or accounting work which accompanies teaching (a certain amount of grading of papers was included in this); widow's benefits contingent upon the condition of the duration of the marriage.

AS each delegate sketched the activities of his association in protecting the rights of its members, frequent discussion arose concerning the contribution to success made by a good public relations program. So important was this contribution that it was recommended that the topic of Public Relations be one of the main items on the agenda for the 1950 meeting. Other items suggested for study during the next year were the Lump Sum provision of certain retirement systems, the possibility of reciprocity among nations so that years of service may not be lost in superannuation, the qualifications necessary for recognition as a teacher, qualifications for membership in teacher organizations and the amount of dues, such amount to

be translated into common terms.

But do not think this meeting of WOTP dealt only with problems of teacher welfare. The rights and duties of teachers were ever before the delegates. They believe that they have sacred duties toward the boys and girls entrusted to them. The well-being of all children should be their chief concern; on the moral influence which we are able to exercise on the rising generation through our own life and work will depend the lasting progress of each nation and the world as a whole.

JUST as an interchange of knowledge and experience between individual teachers within a school system is of value, so a similar interchange between these teacher associations is valuable. WOTP gives the opportunity to communicate one to the other, successes and failures. Each comes to know the other better, to develop ways of working together. Such activities, between other groups in our society, will tend to develop friendship and good will. But certainly WOTP should seek something far more than that. Behind the foundation of the organization is a search for the cause and the cure of war and the bending of education to peace. Whether this cure will lie in education since, "it is in the minds of men that the Defenses of Peace must be constructed," or in a program for international understanding based on encouraging children to write to one another, on teacher and pupil exchange, in the development of a

world mind and a world view, or in actual educational reforms advocated by Dean Russell, remains the problem of WOTP and other international bodies.

Our discussion concerning education for peace had as a background, the analysis by Dean Russell in which he first attacked the belief that education will bring liberty, equality, and fraternity, which, in return, will mean world peace. Simply, we believe that the less our education, the less liberty, fraternity, and equality will be ours; the greater our education, the greater our democracy. This has been a fundamental belief in our country; but today we know we can educate for or against war, for or against peace. Hitler and Hirohito used education as a means for making a whole people ready for war. What were the chief characteristics of this education? Each of these made and used an education controlled from the top; central authority is needed to require the teaching of hate. Hitler's orders reached every teacher in every school. There was a memoriter type of school, no questioning was permitted to disturb the subservient mass education. This education took the child away from his home, if not in body, then in spirit; parents were not permitted in the schools, no criticism of the teacher was permitted. There was complete control of the teachers; a fixed program was set from above. A sharp separation between the education of the masses and a select few gave an education based on

social caste. And finally such education began the worship of the leader as God.

What is the importance of these issues in our teaching for international understanding, world peace, and security? What is the program of education for peace? Briefly, it means: decentralization of the educational system of a country; reform in the methods of teaching to develop critical judgment rather than memory; freedom for the teachers, giving them opportunities to work on the curricula and the school program, development of a single type of education, based not on caste but upon ability; and the strengthening of religion in every school. Although in opposition to our American belief, this last is necessary in the countries where the overthrow of religious teaching marked the beginning of dictatorship.

Most members agreed with Dean Russell in his analysis, although the question of decentralization seemed unessential to some. All present at the conference appeared to accept the idea that one can only educate for peace in a school in which the organization, teaching methods, and school program are such as will provide an atmosphere in which children can grow up free and happy themselves and with a respect for

others, whatever their nationality, race, or creed. The creation of this atmosphere rests upon the teacher and the teachers' organization. One interesting point raised was that strong feelings of nationalism are not necessarily in opposition to world peace. To suppress nationalism would result in robbing the world of valuable national cultures.

It would seem that a program to prevent war and encourage peace should be directed precisely at those elements in the social structure that make peoples dangerous. The problem needs close analysis, and, once understood, devotion in its undertaking. Part of the objective will certainly be the stimulation through education of local initiative and self-government on all levels. Part of the goal will certainly be the substitution of modern methods for the old disciplinary, memoriter methods. This program to prevent war and encourage peace through the efforts of teachers and schools is a project worthy of our highest efforts. It is a program the world needs and has needed for a long time. It should be the rallying point around which our profession can find unity, so that we can face the world with a common purpose and a single voice. This should be the supreme objective of the World Organization of the Teaching Profession.



*An Inspiring Account of How
Our Own Members Grapple with
an Educational Problem*

How Shall We Deal with Ethical and Spiritual Training in the Schools?

ADELAIDE N. BAKER

THIS question, which we find hard to define or answer in words, but which in fact we answer every day and every hour in our educational practice, was given some cooperative thought by the Beta Chapter of Connecticut. At their supper meeting of February 9, they devoted an hour and a half to exploring the school's duties in this field, the difficulties that often stand

in the way, and a variety of means to overcome those difficulties. The mutual support and encouragement that rose from the free discussion gave new courage to a group charged with a puzzling but important task—the deepening of ethical and spiritual values for American children in a demanding and often apparently materialistic democracy. Schools that reflect those demands

and that materialism have been accused of neglecting the spiritual life that must be the basis of democratic living. How are they to refute that accusation in word and deed?

Five members who represented an interesting variety of experiences on which to base their answer were chosen to start discussion. But the other members of the group, twenty-five or thirty teachers from high school, kindergarten, grade school, and administrative positions in the county, were drawn into the discussion almost from the start. The leader merely provided the background of facts on which the question had to be considered. She made clear the present status of the Supreme Court decision on one case of dispute over a method of teaching religion in the schools. The majority of the Supreme Court had ruled that in the case of McCollum versus the Board of Education in Illinois, the 14th Amendment (decreed separation of Church and State) had been violated when a school used its compulsory powers, its buildings, and its administrative machinery to assist any religious teachers from outside the schools to give instruction to pupils. The dissenting opinions, four against the majority of five, gave strong challenge to this ruling, and the ruling itself was held to apply only to the case in hand. The question of how far it applied in such patterns as Connecticut schools were adopting for so-called "released time" was still not answered. In the meantime, the trial and error method of re-

ligious teaching went on, raising certain controversies which were a part of the present question.

That ethical and spiritual training was by no means to be excluded from the jurisdiction of the schools was affirmed by so central a body as the Educational Policies Commission of the N. E. A. and the American Association of School Administrators. In their publication of *The Purposes of American Democracy* in 1938, they stated under the fourth objective, "Self-Realization," that while the law prevented the school from "the inculcation of any particular religious creed, yet there remain the great problems of human destiny which will always perplex, inspire, and ennable the human spirit—problems of the relation of man to that which is beyond man, of the plan, if plan there be, which directs or conditions human existence on this planet, of the meaning in human birth, life, aspiration, suffering, and death. THAT MAN IS NOT WELL EDUCATED WHO IGNORES THESE PROBLEMS."

From Various Slants They Tackled These Questions

After establishing such legal and administrative points as a basis for discussing the question, the leader called on those who were to start the discussion to introduce themselves. They were in a unique position to mention the really pertinent details of their relation to the question. For instance, Edith Mogull

approached the "mythology" of all religions from a completely impartial point of view. From her childhood, she had found Thor and Zeus, Apollo and Jesus and Jehovah alike entralling, inspiring, and of equal divinity. She believed she was the first Jewish teacher to be employed in her school, though she knew of no actual principle of exclusion on sectarian lines. She teaches in an elementary school where, as many of her friends know, she has been most successful in giving dramatic and vivid expression to humanitarian and spiritual values as a vital part of the education of her students.

Eleanor Dimick, sitting next to her, teaches English and French and Latin in high school. Her family and church background had been conventional without being rigid. A quiet acceptance of moral and ethical values without strong denominational emphasis had given her both conviction and tolerance. She found it easy to incorporate this tolerance and conviction into her teaching without much special emphasis.

The one member of the group not a classroom teacher was Sally Merritt, whose work in the community and through her training as a librarian had caused her to be chosen by Delta Kappa Gamma as an honorary member. She has two children attending school and said that it was hard for the mother to find time to give them the religious training at home which she feels they need. What they are learning at the week-day "released time" classes seems to impress them more than

the Sunday School lessons they have at church.

On the other side of the leader sat Mary McNamara, who introduced herself as "a product of Bridgeport schools." Attending from the earliest elementary grades, she has been teaching Social Studies for a good many years in the high schools. A Catholic, she sees "ethical and spiritual training" as meaning religious teaching.

An elementary school teacher from Westport, where she has always had great freedom to develop her own program and practice, was Lilian Odell. In her own experience, religious training had been somewhat casual, but "ethical" training had been much insisted on. The strong sense of family responsibility, truth, and honor had been given great emphasis by her parents.

They Agreed on the Meaning of Ethical Education

With a group so varied in its initial approach, it was wise to define the question at issue before there was an attempt to find an answer. Surprisingly enough, agreement was not difficult. Ethical education, they felt, must deal with the human relationships, the social aspects of the child's life. In this field certain standards and values must be learned. The basis for democracy must be an ethical standard, free yet firm, and justice and tolerance in the complex American scene need an educational foundation. The word "spiritual" meant different

things to the different members of the group. They included the appreciation of beauty, in its inspiring and uplifting, rather than its merely sensual aspects. It was, they felt, the individual's inner "voice," his conscience, his sense of divinity. To some of the group it meant a relationship with a God, a mystical experience. Others did not feel that this was necessary. It was agreed, however, that the schools might enter the realm of quickening and deepening the aesthetic and philosophical lives of their students without insisting on any deistic conception.

With this interpretation arrived at by general consent, the group considered how far it was the school's responsibility to cover this subject. Sally Merrit's complaint that the home had not time seemed equally applicable to schools. But, Eleanor said, it was not added time that was needed; it was constant awareness of the implications of current experiences which could be given this emphasis. If there were a real objective, the unconscious influence of parent or teacher could be made consciously effective as a force for ethical and spiritual training. The school could no more overlook this opportunity than could the home. The church, whose mission was more clearly accepted, had to depend on the home to get the children to participate. The school had its compulsory attendance laws to bring the students to its influence. There was some half-humorous assignment of the child's waking hours

among these various institutions, the home, the church, the school. Eleanor favored a coordinated attack on the whole subject with a recognition of a shared task and some sense of coherence in purpose and design—a sort of community chest project in education! In any case, it was agreed, the school could not evade its share of responsibility by right of the many activities and subjects which could not possibly be separated from ethical standards. Self-government, athletics, examinations, report cards could never be properly dealt with except as they build up habits of honesty, control, fairness, and cooperation. The school had its influence. It must, perforce, give it the highest quality. The words of the Educational Policies Commission were invoked again to give official sanction to the school's share: "The educated man uses his privilege to attain a personally satisfying religious philosophy of life. . . . The development of a philosophy of life is basic in the learning process." In other words it is an integral part of the education the schools are expected to give to every future citizen.

Some of the Hindrances

Realization of this objective, it was agreed, should be clear enough to keep the teacher aware of her responsibility amid a number of hindrances. One of those, Edith Mogull pointed out, is the pattern of education most of the teachers grew up in which lays such an em-

phasis on the content of learning that it crowds out ethical and spiritual considerations. The push of a full curriculum, the need to stress success in covering facts, the desire to evade issues that complicate the day are such hindrances. More obvious still are the complaints of parents, of sectarians, of administrators who may criticize the method or even the inclusion of any spiritual emphasis. After all, the law which was invoked by the McCollum case is a well-recognized part of the American Constitution, and it is hard to draw the line between proper teaching of "life philosophy" and "breaching the wall" that separates church and state. The metaphor comes from Justice Frankfurter's majority opinion in the Supreme Court ruling that the "religious classes involved (in the McCollum suit) go beyond permissible limits." Schools may well lean over backward to avoid such suits.

Another limit to the school's being effective in this field is the very fact that, of all "subjects," this one is most subtly related to the character of the teacher herself. Not what she has studied, or what she says, or a course of lessons brings this to the mind and heart of her students. What she *is* determines their ethical and spiritual education. If this is true, then the choosing of teachers with such character and personality must be more seriously considered. And, said Edith, this might be difficult.

"The initial interview might be concerned with how often do you

go to church—"

She interrupted by "That kind of question can't be asked!"

Lilian Odell reminded us that questions of faith cannot be raised in hiring a teacher. One of the audience digressed into her own experience of losing a job because she was a Universalist in a Congregationalist town. After a short and fierce sectarian flurry, the discussion came back to the original definition of ethical and spiritual education in which theological considerations were not included. However, it was recognized that to choose teachers who would live up to this definition was hardest of all.

Throughout the whole discussion, as it touched on the definition, on the duty of the schools to include ethical and spiritual education in spite of the difficulty of the task, the group had been suggesting concrete ways in which it should be done. The question of "How" was answering itself even as we discussed "What" and "Whether" we should teach!

What Are the Most Effective Ways?

In spite of the apparent restrictions on religious observances in public schools, the reading of the Bible and saying of a short prayer at the opening of the day appeared to be an almost universal part of the home-room procedure. The students seemed to enjoy and depend on it and, Eleanor Dimick said, her students registered real regret if, by any pressure of schedule, it was

omitted. There was evident groping for an understanding of various denominations and the way they approached religion. On one occasion as a group of high school students had driven home by bus from a visit to the United Nations, a serious discussion of the many approaches to God developed and raised questions that led to further study and reading. Lilian Odell found that, in the study of history in her fifth grade classes, questions about Quakers and Mormons rose of necessity so that the teaching of the force of religious beliefs in history could be emphasized from the early years. A kindergartener reminded the panel that it began far earlier in its context of nature and the wonders of the world.

Several testified that one of the most moving performances in any school was always the Christmas miracle play, and in some the Jewish Feast of Lights was combined with it, adding to the depth of the drama. In one high school, an hour of recorded music to which students were free to listen or not as they chose, filled the study hall with rapt listeners and became for many a genuine spiritual experience. And then there was the study of world's great literature—

"I wondered how long the English teachers were going to keep quiet!" broke in one of the audience. "They have it right in their hands."

Personality Always a Factor

Again came the question of the

personality of the teacher and the ability to use this opportunity so that it evoked real spiritual and ethical education. That could be lost in more superficial emphases; it could be made odious by moralistic over-stressing; or even create antagonism if not sympathetically handled. Sincere and genuine concern for the things of the spirit must be a part of the teacher, not the lesson taught.

In the inter-relationships of the classroom and the playing field, the teacher's ethical standards were also the determining factor. Fairness and honesty flourished under teaching that gave an example as well as an incentive. The desire to get by with inferior work, to let a showy false impression cover neglect of duty, even to cheat, could actually be taught at schools by the kinds of reports, marks, and examinations which rewarded "success at any price." The inaccuracy or deceptiveness of grades started off the inevitable debate on "report cards." There were differences as to the best methods but general agreement that to make the student understand himself in relation to a standard of performance was far better than to use marks as coinage in a competitive class race for pre-eminence. Besides making the pupil set a value on his own work, reports had to be intelligible to parents. This was true because the parent could better work with the child if he understood the work he was doing and also because of a parent's insistence on a definite accounting for educational time

spent. In this difficult process of interpretation, the teacher had a real opportunity for setting ethical standards. With the understanding of parents, the teacher secured the cooperation of the home and the community.

Does a Program of Religious Education Hold Any Dangers?

Once again, the desire to coordinate the approach of school and community came to the fore in the discussion. It was used to justify the "released time" program. The school gave its sanctions and its standards; the community undertook to interpret its own religious beliefs to the children, in classes backed by those sanctions, conforming to those standards. Marjorie Bushnell, who served on the Interfaith Committee for the "released time" sessions in Bridgeport, gave a clear picture of the procedure. Those whose parents wished them to have religious instruction went to classes conducted off school property but on scheduled school time. Catholic, Jewish, and Protestant teachers gave the fundamentals of their faith and their mythical approach to the problems of today.

It was here that Sally Merritt, whose boys received the Protestant instruction, testified to their genuine interest.

"I think they get more out of it than they ever do from Sunday School," she said.

"Of course there is more time, and they take it more seriously be-

cause the school checks up on their attendance, and their attitude and accomplishment," she reminded.

Lilian Odell voiced the question many felt about the wisdom of a method that brought into the democratic American school, which should reconcile differences, the sharp denominational divisions between faiths. For Jews, Catholics, and Protestants to be separated according to creed deepened cleavages which the schools should be healing instead. Surely there were points at which all faiths could unite. Why not have the school give to all together an understanding of these common bases of all religions and leave the church and the home, if they wished, to teach the traditions each held sacred from its own peculiar history? Again came the argument that, if it were left to these chances, many children would have little or nothing beyond what the school would give.

In either solution, it was apparent, some good would be lost, and certain values achieved. For the school to assume any kind of special teaching of religion put a new strain on its power to select, to interpret, to defend itself against social and legal pressures. Many schools could not be called properly qualified to fulfill this task. Yet to delegate part of the educational process on school time to teachers over whom the school had no power of selection or certification might result in time wasted or, worse, misspent. Beyond that was the danger of dogmatism and theological division, actually fostered

by a mechanism accepted as a part of a liberal, democratic education. The third alternative, to have no set instruction of an ethical or spiritual kind, but merely incidental teaching was felt by many to be inadequate. While teachers should accept every opportunity and hold to a high spiritual emphasis in teaching, there could be no assurance that, in the conflicting and pressing concerns of a school day, the balance would be properly kept without some definite plan for time and emphasis.

The ideal would be to give to all children under the best teacher a knowledge of the great principles at the base of all religions, of man's relation to his universe and to his fellow men, given in terms acceptable to all faiths. Acceptance of this as a goal for school practice has

produced, in some fortunate places, excellent patterns to inspire us. As those patterns are developed and more widely accepted, it may be possible to abandon the less satisfactory half measures—released time, which, for all its welcome cooperation for the community, is under both educational and constitutional question, and to supplement "incidental" teaching, which many feel does not often reach the roots of the great problems which education should frankly deal with. In the immediate experience of most of those who joined the discussion, the indirect method was still the most consistent with the school's best service to the child, but to many "released time" was a method of giving the fuller study, which could develop into true ethical and spiritual education.





Education for the New Day

ELIZABETH A. DUTTON

(with collaboration of Sexon E. Humphreys of the INDIANAPOLIS NEWS
editorial staff.)

WE ARE emerging into a new way of living. To discuss the preparation needed to meet problems we are facing in technology, science, history, and sociology as we build this new world, we should first analyze what the problems are.

In *technology*, we are having what some have called a second industrial revolution. The first industrial revolution more than a century ago saw the machine replace the human arm; engines and production machines took the place of muscles. The second industrial revolution sees machines replacing the human brain,

at least in the simple routine decisions.

There is a new book on this subject by a professor at the Massachusetts Institute of Technology, Dr. Norbert Wiener. He calls the book "Cybernetics,"* using a coined word from the Greek "steersman." We're all familiar with some of these thinking machines, like the thermostat which decides when it is too cold and therefore puts more coal on the fire. But Dr. Wiener says wholly automatic factories now are possible. The machines Dr. Wiener describes sometimes go crazy, much like hu-

*John Wiley and Son, Inc. New York City. 1948 \$3.00.

man brains, but they don't get sleepy or sick or tired or drunk. For these reasons they are better than human minds.

This is a pretty frightening idea from some standpoints. Professor Wiener himself speaks of its "social potentiality of unheard-of importance for good and for evil." But he doesn't always speak in generalities; instead he points out this possible result of the second industrial revolution: "The human being of mediocre attainments or less will have nothing to sell that is worth anyone's money to buy."

IN science, there are similarly frightening situations. We have discovered an all-powerful source of energy, the atom, which will be applied either to unprecedented achievements or unprecedented destruction. In 1945 we learned the destructive potentialities of that power. Later experiments in the Pacific have not only confirmed the foretaste given at Hiroshima and Nagasaki but have shown those two experiments in mass death to be merely previews. Fortunately there is another side to the story. The first atomic energy plant for the generation of electrical power is now under construction at Schenectady, New York. And the Navy has announced that within two or three years it expects to have in operation atomic power plants for ships. Of course the engine that can operate a ship can do all kinds of work in

other vehicles and in factories. And the Navy's announcement asserts that one ounce of uranium will produce more power than several million gallons of fuel oil.

IN history, we are passing out of the era when independent nations existed. Historians are pretty much agreed today that there are only two nations which can really be considered independent. Only the United States and Soviet Russia are really capable of making decisions. All of the other nations in the world have to act pretty much as the United States or Russia wishes; about the only choice which they can ever make is which of the two to follow. Some of them, from proximity to one or the other great power, can't make even that decision. From here on, history can be written only in terms of the whole world, or at least in terms of hemispheres.

Of course, all history is a story of gradual development, and we are a long way from the kind of world history we should like to be writing. Our steps in the right direction are pretty slow ones. We are just babies (*babes-in-the-woods*, perhaps) in this new historical era, barely beginning to walk and falling pretty often. But whether the bright new world is here or not, there is no question about the frightening fact that the old familiar world divided into many self-sufficient or self-reliant national states seems to have passed.

IN sociology, we find ourselves similarly vexed. Our society has become so complex that individual actions have to be sharply regulated by society. When the first settlers came into these valleys, there were fairly close religious and economic ties among the persons who lived in the same valley, but the people of Ogden weren't really affected by what the people of Logan raised. Now it has become necessary for the government to set quotas for the crops of the most important commodities farmers grow, and the individual farmers generally accept this necessity, because they have seen how disastrous can be the economic consequences of unregulated production. Likewise governments now deem it advisable to tax not only for the purpose of obtaining revenue but also to achieve desirable social ends . . . such as the prevention of excessively large fortunes.

The surface result of such a new type of social control is a tendency which most of us have noticed, the tendency of the individual often to sink into a passive acceptance of this regulation, so that he becomes at worst a willing pauper and at best little more than a puppet. But there is an even greater danger—a danger that society will become more important than the individual. Christianity and democracy have carefully nurtured the individual and emphasized his importance, but it is a symptom of the peril we face that both Fascism and Communism—despite their other difference—agree that individual good is of no

consequence in comparison to the good of society.

Now that we have considered the frightening problems we face, let us consider what preparations we can make for the new way of living which these circumstances require. Of course, there is no simple answer to such a complex group of problems. Complex questions demand complex answers.

I have a sincere conviction that there is one formula which would go a long way toward meeting these problems. That formula is education of the whole person. All of us here are professionally interested in education. Our very acquaintance with education and with its results convinces us of what it can do. Formal educational systems cannot cure all of the world's ills; that we know well. Sometimes we think too much is expected of the teachers in cases in which the parents contribute little to the child's training for life. But we do know that education can perform miracles, and it seems to us the best hope of meeting these problems. The education we need to prepare us to face these gigantic problems, I repeat, is education of the *whole person*.

EDUCATION merely for a job, which became popular as a result of the first industrial revolution, is made completely inadequate as a result of our second industrial revolution. The present revolution, indeed, threatens to do away with our very jobs.

It is an alarming fact that just at

this moment there seems more emphasis upon education for a job rather than less. Many of us have come in contact with the "G.I." student, and almost everyone who has observed this type of student has been impressed by one thing. He works hard and conscientiously, but for one chief purpose—to prepare himself for a job. In his hurry to make up for time lost in the Army, Navy, or Air Force, he is putting aside all the other features of education and turning the colleges and universities into huge professional schools. This trend we must overcome quickly; we must not let our younger students become infected with the disease.

IN the new world that is dawning, the premium is not on manual or professional skills but on high-grade thinking. It is the skill of reasoning we need to develop if our minds are to be superior to the minds of Dr. Wiener's machines. Indeed, we must remember Dr. Wiener's warning that we are unlikely to find anyone wishing to buy our other skills. Unless we become the masters of the machine minds, we are likely to become their victims. That will be a new kind of technological unemployment!

One of the best ways of developing reasoning has been quite popular in recent years—the Great Books courses. In these classes—whether they be in college or outside—the pupils become acquainted with the great thinkers of the past, with our heritage of great ideas. And the good thing about these classes

is that they are taught not as memory work, but as exercises in reasoning. The pupils learn how to reason by retracing the lines of thought which have brought the greatest advances in the past. These courses don't make Aristotles of us all, but they do help us to learn what made Aristotle "tick" and how we ourselves can reason.

But reasoning alone is not enough. Now that the whole world is dependent upon our political decisions and all of society is affected by our actions, it is more than ever essential that we learn the political and social skills that have been developed in human experience. There are those at the University of Chicago or at St. John's College who would argue that these skills too can be learned from the "Great Books." There are many of us who believe that the skills of this sort can be taught better by more current and more practical, down-to-earth methods. But, regardless of the method, we *must* be certain that they are taught.

LE~~T~~ us discourage, also, the idea that politics and society are great impersonal monsters over which persons like you and me have no control. Historians have an old story which proves that the vote of one Indiana farmer put the United States into the Mexican War, as a result of which much of Utah became a part of the United States. One member of the Indiana State Legislature was elected to office by a margin of one vote. This one member of the legislature provided the one-vote margin by which Ed-

ward Hennegan was elected as Senator (that being in the days before Senators were elected by popular vote). Senator Hennegan went to Washington and voted, some time later, in favor of declaring war on Mexico. The declaration of war was carried by one vote. Hence the vote of one Hoosier farmer was responsible for this state, as well as half a dozen others in the southwest.

THREE is a more recent story. Last November's issue of the *Reader's Digest* carried the story of a son of a former neighbor of mine. The boy was a private first class on military police duty in a small German village. Most of the MP's in his company were content to do their job of keeping order, nothing more. But not so with Pfc Birch Bayh, Jr. He took four dollars worth of vegetable seeds into the village. His commanding officer thought the seeds non-essential and refused to let him carry them in his baggage. But Pfc Bayh, convinced of the importance of the seeds in his new assignment, emptied the seeds into the pockets of his clothes and thus was able to "smuggle" them into Germany. He divided the seeds among ninety German children and supervised the planting of the seeds on about one-fifth of an acre. At the end of the summer each of the forty-five families whose children had participated had received 30 pounds of cabbage, 7 pounds of beans, 8 pounds of turnips, 6 of rutabagas, a peck and a half of potatoes, a peck of tomatoes—along with many other vegetables

and flowers. This Army private had done more for the rehabilitation of Germany than some generals have done. Everyone of us can do something beneficial for the world and for our community.

I have been interested, personally, in the sending of packages, such as CARE bundles, to Europe. In my opinion, that is one of the best ways of developing our own sense of political responsibilities and restoring the political responsibilities of Europeans. But the food and clothing, the material things in the bundles, are only a part of the bundles' importance. Pastor Martin Niemoeller told one American religious leader that the most vital thing needed in Europe was the creation of a sense of "belonging," the sense that someone cared. If you can help establish democracy in Germany by a bundle, or so simple a thing as a letter, you can see how important your individual role is. The Delta Kappa Gamma organization, sensing this very need abroad, publishes frequently a list of names of teachers abroad with whom we are urged to correspond. Pencils, crayons and other school supplies sent at Christmas time are another evidence of your interest in this very contribution. This is the sort of political consciousness we *must* develop in our education for facing our frightening new world.

What we laymen have learned since 1945 about atomic fission should have convinced us also that education in the future should provide far better scientific preparation

than most of us have had. In the future the elements of science are likely to be as vital to education as the 3R's were to our fathers. Our education is often listed as the 4R's—having added recreation which must be spelled with the letter R and not with the letter W. Many of us have been content to have only a vague idea of what electricity is, but we can't be so complacent about atomic power. We are going to have to learn how and why—and, before we do understand, we shall have to learn a great deal about science, for the atom is the basis not only of physics but of all of the natural sciences as well.

IT HAS become commonplace to say that the increased amount of leisure time has made essential education for the use of that leisure. In all likelihood, leisure will be increased rather than decreased in the future. The depression period, with its enforced leisure, made municipalities aware of their responsibility to provide facilities and leadership for wholesome activities for masses of people. Some of the unions already are talking about six-hour days, and we have noted that Dr. Wiener's ideas might give us 24 hours of leisure a day! But it is not enough to learn simply how to play in our leisure time.

Machines, even those which replace our muscles, have brought to us high degrees of mental strain and their accompanying physical stresses. Noise, speed, monotony, lack of muscular activity are causes of this problem in our factories. Some factory

jobs create such mental strain that one's years of working at them are limited. Most of the jobs in our present-day conditions put us at a high tension—a fact which is amply demonstrated by the high incidence of heart disease and nervous ailments. Our bodies simply cannot stand the tension which we place upon them. Hence it is an essential part of this education for the new world that we teach the ability to relax from such strains. A great deal of our recreation simply creates new strains rather than releasing them.

A New York physiologist, Dr. James B. Hamilton of the Long Island College of Medicine, was reported in a UP story as having said recently at a conference that on the average women live three to five years longer than men. To avoid widowhood of those three to five years, he suggested that women do two things, namely, marry younger men and teach them a creative hobby such as gardening, carpentry, painting, or even knitting. He feels that men need a creative hobby to relax from the strains of modern competitive business.

Thus we *must* teach people how to relax, both on and off of the job, or none of us will be able to think.

FINALLY, since the implications of our every action have become so far-reaching, it is essential that we place an even greater emphasis than ever before upon moral training and spiritual faith. Because we have heard so often that religion can cure the world's ills, many of us are in-

clined to put the statement down as merely a stock talking-point of religious leaders. But it is actually the greatest truth mankind has discovered. Faith in God and devotion to his teachings can cure the world's ills—and immediately.

A recent issue of the *Atlantic Monthly* carried an article by Princeton's Professor W. T. Stace which contends that modern science has made it impossible for anyone who is intelligent and informed to believe that there is meaning and purpose in the universe or in anything or anyone within the universe. New "destruction of enlightenment" makes life hardly worth the living, ensures in all foreseeable probability—the destruction of society, dooms man to "sink back into the savagery from which he came, taking a humble place once more among the lower animals." Man who has lived and struggled, worked and sacrificed through the long millennia, under a now forever discredited illusion that somehow or other his hope of attaining spiritual status could be realized, must acknowledge that human life is only a tale by an idiot, signifying nothing. Is what Dr. Stace says true? Personally, I arched my back to retaliate. Before my paper was ready, another "*Atlantic*" had come, carrying four rebuttals printed under the title "Purpose of the Universe." The first rebuttal, "Is It Really That Dark?", written by Episcopal Canon Bell, who, as one would expect, places man higher than science be-

cause of his ability to think, to reason, and to have faith in something greater than himself. A physicist, Charles Hibbard, writes in "The Principles of God" that conscientious physicists are beset with doubts. They invent and discard concepts as man invents and discards such gods as wealth and power. He concludes that man is dissatisfied not with the principle of God but with his own idea of God. In the third article, "How Can We Deny God?", Dr. Stace is challenged as to what proof he has that man will not advance from his nuclear-physics present to a point where he will have solved the meaning of life itself. The author concludes: "If only men would learn that it is not what they think of God that matters but what He thinks of them. Being good is such a simple matter, but man, in his devilish perversity, has made the simple art of being good, damnable complicated." The fourth rebuttal, "The Quest for Basic Values," concludes that "High religion is not a quest for opiates and sedatives, but rather a disinterested attempt to discover and to do the will of God."

When we have the proper moral conscience, there will be no need to fear atomic destruction of the world. All of these dangers we have mentioned will instead become opportunities. So education of the whole person includes moral education.

To repeat, education of the whole person—body, mind and soul!

OUR MEMBERS

RHO State - Nebraska

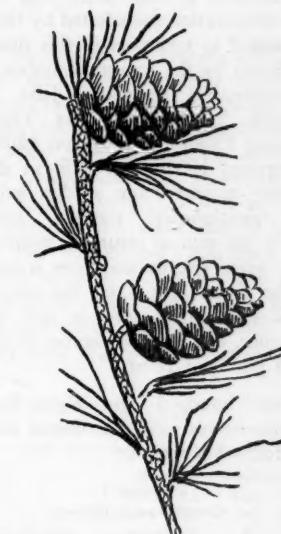
FRANCES EDWARDS

THE following data were revealed in a study concerning successful women teachers, which was initiated in order to view the problem of teacher recruitment in retrospect. The method of collecting the data disclosed some interesting and rather pertinent information about the members of the Delta Kappa Gamma Society as compared with non-member fellow workers.

This report is written not in an effort to prove the superiority of this group but to commend the members on their selective choice of initiates, their contributions in civic, church, and educational activities and to congratulate them on their accomplishments.

The members of the Delta Kappa Gamma Society are constantly recognized for their individual activities and for group contributions in the educational field. This report reaffirms by data detailed information on the numerous achievements of the members of this organization in Rho State.

Questionnaires prepared in pairs were distributed through the Research Chairman of each chapter.



It was requested that members of Delta Kappa Gamma complete the data on one and, in an effort to have greater breadth for the source of information, the member reporting was requested to have a friend or co-worker, also interested and engaged in educational activities, complete the second questionnaire.

According to *The Delta Kappa*

Gamma Bulletin, Fall Issue, 1948 (pp. 6), the June 30, 1948 membership for Rho State was 528. Questionnaires were provided for 26 per cent of the state and chapter members. As eighty-five members returned questionnaires these data are based upon information from 16 per cent of the state membership.

The first notable point was the fine cooperation manifested by those requested to take part in this study, as shown by the unusual number of questionnaires returned. John C. Almack in *Research and Thesis Writing* (Boston: Houghton Mifflin Company, 1930), pp. 216, in discussing returns from studies using the questionnaire method, says: "Fifty per cent of returns is normal; only when exceptional care is used in the form, and when the subject is of exceptional interest and importance, can an investigator realize a 75 per cent return."

Two hundred and eighty-four questionnaires were distributed with the following returns:

TABLE I
QUESTIONNAIRE RETURNS

| | Members | | Non-Members | |
|-------------|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| Distributed | 142 | | 142 | |
| Returned | 85 | 60 | 73 | 51 |
| No response | 57 | 40 | 69 | 49 |

This shows that the non-members returned 51 per cent of the questionnaires they received which is considered a normal return for educational studies. Sixty per cent of the members approached, or 10 per cent more than the average expected

returns on like studies, returned their questionnaires.

Information on undergraduate education and degrees earned follows:

TABLE II
UNDERGRADUATE DEGREES EARNED

| | Members | | Non-Members | |
|-------------|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| B. F. A. | 3 | 3 | 1 | 1 |
| B. A. | 50 | 58 | 30 | 40 |
| B. S. | 25 | 29 | 24 | 32 |
| None stated | 9 | 10 | 20 | 27 |
| Total | 87* | 100 | 75* | 100 |

*Two members earned two undergraduate degrees.

Ninety per cent of the members reporting held earned degrees as compared to 73 per cent of the non-members.

TABLE III
GRADUATE SCHOOLS ATTENDED

| Number Attended | Members | | Non-Members | | | |
|--------------------|---------------------|-------------|-------------|---------------------|-------------|-------------|
| | Schools Attended | Num- ber | Per Cent | Schools Attended | Num- ber | Per Cent |
| 4 | 2 | 2 | 4 | 1 | 1 | 1 |
| 3 | 9 | 11 | 3 | 4 | 4 | 5 |
| 2 | 17 | 20 | 2 | 5 | 5 | 7 |
| 1 | 35 | 41 | 1 | 23 | 32 | |
| 0 | 22 | 26 | 0 | 40 | 55 | |

Sixty-four per cent of the members reported some graduate study as compared to 45 per cent of the non-members.

TABLE IV
GRADUATE DEGREES EARNED

| | Members | | Non-Members | |
|--------------------|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| Master of Arts | 35 | 41 | 9 | 12 |
| Master of Science | 3 | 4 | 1 | 1 |
| No Graduate Degree | 47 | 55 | 63 | 87 |

Forty-five per cent of the members reported earned masters' degrees as compared to 13 per cent of the non-members.

Responses to "List all honorary, educational, fraternal and civic organizations in which you have held membership" varied widely.

TABLE V

NUMBER OF AFFILIATIONS

| Affiliations | Members | | Non-Members | |
|--------------|---------|------------------|-------------|------------------|
| | Number | Number Reporting | Number | Number Reporting |
| 19 | 1 | | 11 | 1 |
| 14 | 1 | | 10 | 1 |
| 13 | 1 | | 9 | 1 |
| 12 | 5 | | 8 | 4 |
| 11 | 5 | | 7 | 6 |
| 10 | 3 | | 6 | 7 |
| 9 | 3 | | 5 | 5 |
| 8 | 6 | | 4 | 11 |
| 7 | 14 | | 3 | 9 |
| 6 | 10 | | 2 | 6 |
| 5 | 9 | | 1 | 3 |
| 4 | 13 | | 0 | 3 |
| 3 | 4 | | 0 | 0 |
| 2 | 2 | | 0 | 0 |
| 1 | 8 | | 0 | 0 |
| 0 | 0 | | 0 | 0 |
| | | | 19 | |

Members

75% had 8 affiliations
50% had 6 affiliations
25% had 4 affiliations
459 affiliations were named with an average of 5 affiliations per member.

Non-Members

75% had 6 affiliations
50% had 3 affiliations
25% had 0 affiliations
257 affiliations were named with an average of 3 affiliations per member.

TABLE VI

EDUCATIONAL AFFILIATIONS

| | Members | | Non-Members | |
|--|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| N. E. A. | 53 | 62 | 28 | 38 |
| N. S. E. A. | 60 | 70 | 30 | 41 |
| Local Educational Organizations | 29 | 34 | 19 | 26 |
| County Educational Organizations | 21 | 23 | 9 | 12 |
| Other Special Recognized Organizations | 49 | 57 | 26 | 35 |

These findings indicate that members of this organization show a consistently higher degree of support to their national, state, county, local and other recognized professional organizations, than do non-members.

TABLE VII

GREEK ORGANIZATION AFFILIATIONS

| | Members | | Non-Members | |
|--------------------|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| Phi Beta Kappa | 3 | 4 | 0 | 0 |
| Kappa Delta Pi | 6 | 7 | 1 | 1 |
| Pi Lambda Theta | 6 | 7 | 7 | 10 |
| Sigma Tau Delta | 9 | 11 | 2 | 3 |
| Alpha Lambda Theta | 0 | 0 | 3 | 4 |
| Other | 25 | 29 | 17 | 23 |
| Total | 49 | 58 | 30 | 41 |

The invitation to become affiliated with the above-mentioned organizations usually means recognition of better-than-average accomplishment in some educational area, satisfactory personality traits acceptable to the inviting group, as well as high standing in the total student body of the educational institution in which enrolled. Only a small percentage of such student bodies have the opportunity to become affiliated with such selective organizations.

TABLE VIII

CIVIC AND CULTURAL AFFILIATIONS

| | Members | | Non-Members | |
|---------------------|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| A. A. U. W. | 22 | 26 | 8 | 11 |
| B. P. W. | 34 | 40 | 15 | 21 |
| P. E. O. | 11 | 13 | 7 | 9 |
| Eastern Star | 23 | 27 | 11 | 15 |
| Women's Division | | | | |
| Chamber of Commerce | 5 | 5 | 2 | 3 |

Civic and cultural affiliations of the members of Delta Kappa Gamma far exceed like affiliations for the non-members in this study.

Academic honors, awards and medals were reported as follows:

TABLE IX
ACADEMIC HONORS

| | Members | | Non-Members | |
|------------------------------|-------------|-------------|-------------|-------------|
| | Num- ber | Per Cent | Num- ber | Per Cent |
| Honors, awards and medals | 26 | 31 | 20 | 27 |
| Assistantships | 3 | 4 | 0 | 0 |
| Scholarships | 3 | 4 | 2 | 3 |
| Fellowships | 1 | 1 | 0 | 0 |
| Cum laude | 6 | 7 | 2 | 3 |
| Magna cum laude | 1 | 1 | 2 | 3 |
| Summa cum laude | 1 | 1 | 0 | 0 |
| Phi Beta Kappa | 3 | 4 | 1 | 1 |
| Total | 44 | 53 | 27 | 37 |

Conclusions: The members of Delta Kappa Gamma in Rho State may be commended for:

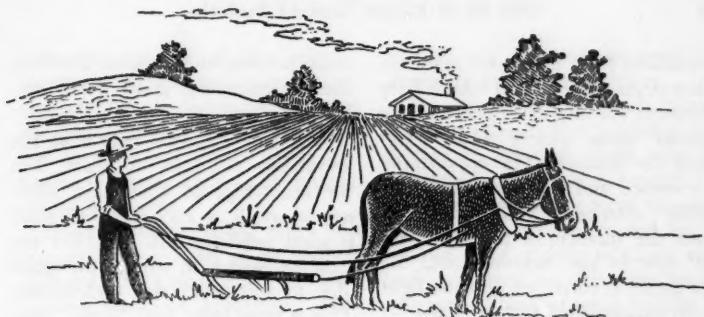
1. Their academic background (90 per cent of the reporting members hold earned degrees).
2. Their excessive effort in graduate study.
3. Their professional and financial support to educational organizations.
4. Their numerous academic honors.
5. Their many Greek letter affiliations.
6. Their bureau of civic and cultural affiliations.
7. Their cooperative attitude as shown by the good returns on the questionnaire.

This sampling from Rho State members probably gives some indication of similar trends throughout the total membership by Delta Kappa Gamma.

Let every member of our great organization seek out able young women of ability to join our ranks. In each area considered in this study, some non-members showed superior educational background, many educational affiliations, honors, contributions, and the fine professional pride and spirit needed to help our great organization grow. Our future lies in the strength not only of present members but in the youth drawn into our ranks. May this study open our eyes not only to our own strength but also to help us see others who may bring much to us.

Let us wear our pins with pride, but also with humility. We, who have had special opportunities for education, honors, affiliations and the ability to serve not only children but the community and society as a whole, must continue to be the contributors to and supporters of public education—the backbone of the American Way of Life.





Are Your PUBLIC RELATIONS Good?

DORIS E. ALMY

THE American teacher has grown accustomed to changes, poor salaries, and, in some cases, slum-like working conditions. The schoolhouse has become, in many instances, the "ragged beggar sunning," which she must not report. Yet this "poor teacher" suddenly finds herself the center of attraction. Newspaper articles tell of her plight. Radio dramas beamed to attract adult listening become alive with such stories as "Report Card" and "The Eagle's Brood."

How did it happen? Who is to blame?

Teachers are at all times agents of good will in the community for their profession. Each teacher has family, professional, church, and social contacts. Whether the teaching profession has prestige and respect in a community depends upon how well during each of these contacts each member of the profession

interprets the educational policies of the school system.

According to a recent definition issued by the Public Relations Society of America, Inc., "Public relations are the activities of a profession or organization in building and maintaining sound and productive relations with special publics." The contacts mentioned in the previous paragraph are a teacher's special publics.

Because of the nature of her position, a teacher lives a "gold-fish-bowl" existence. Her personal conduct and the extent to which she participates in civic affairs greatly influence the attitude of the public towards the profession. Since one's behavior is a part of her public relations, the latter, like behavior, flow, as Plato said, "from three sources—desire, emotion, and knowledge." The teacher must be aware that public relations are only a

specialized form of human relations. They demand "give and take." They represent the interdependence of the teacher upon society and society upon the teacher. The opportunity for service and for exercising good public relations, however, begins from the moment a teacher opens her eyes in the morning until the last paper is corrected and the light again extinguished for the night.

The teacher must have an avid desire that every child have full equality of educational opportunity; that the schools in her community be of the best, both in structure and maintenance; and a zeal to present the best in her profession at all times. She must show her faith in the profession by becoming an active member in her professional organizations.

HER emotions must be those of an intelligent adult. Displays of temper and emotional outbursts unbefitting the conduct of a teacher must not be a part of her behavior. Yet she must be instilled with a deep emotional sensitivity to what is rightfully hers to expect. While we list loyalty, sincerity, fairness, courtesy, and simplicity as virtues required of those specializing in public relations, the continual application of "The Golden Rule," ("Love is reflected in love"), and the use of good, old-fashioned, common sense is of more value than any other quality or virtue. When a teacher remembers to be friendly and sympathetic, exercising kindness and courtesy in her dealings with chil-

dren, parents, and associate teachers, she is practicing good public relations.

A teacher must not only have the knowledge necessary to teach, but the knowledge of when and when not to speak, a knowledge of what is good publicity and bad, and the tools by which to spread the good and to soft-pedal the undesirable. This is pure logic, and "logic," says Aristotle, "means simply the art and method of correct thinking."

PUBLIC relations are, therefore, a matter of determining public opinion and interpreting the attitudes, needs, and outcomes of what people are thinking. Their influence is felt by the teacher, school board, and taxpayer alike, until it establishes a partnership between them and related organizations.

The teacher who will not be professional enough to join her local, state, and national education associations; the teacher who can't be bothered to waste time attending meetings; to hold office or serve on committees; the teacher who is a back-seat critic of those carrying the load; and the teacher who is suffering from indifference are only sabotaging the profession. The indifferent teacher is a public relations problem. Apathy and inertia can be overcome when the teacher is alerted to a crisis, but an indifferent teacher is "as dead as a door nail."

A teacher's relationship with other teachers is basic in forming a

favorable opinion of the schools. Teachers cannot, for example, expect satisfactory legislation or more suitable conditions for education unless they have a united front and exercise harmonious relationships within the ranks.

Good public relations don't just happen. They have to be studied, planned, and organized before they can be put into operation. They must be handled by thoughtful, tactful, fair-minded representatives with unbiased social vision.

Publicity is not public relations, although it is one of the tools. It is the medium through which the aims, policies, and purpose of education can be transmitted to the public by use of press and radio. Every teacher should know how to use these means wisely in order that they may give the proper interpretation of and insight into educational problems.

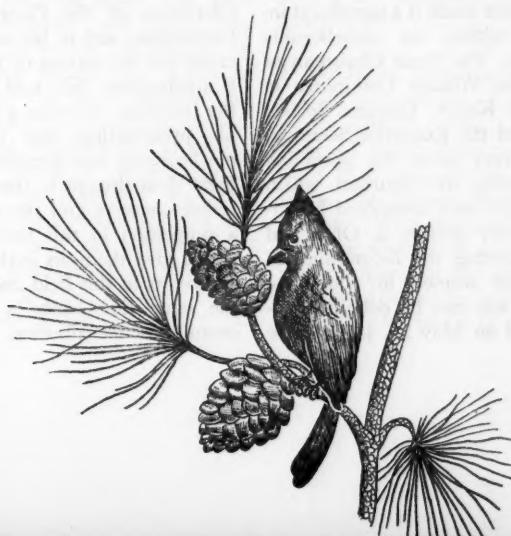
Dwight D. Eisenhower recently wrote, "I believe that the teacher is about the most important person in American society." How important

the teacher is, depends upon her ability to mingle with others.

Despite the difficulties which have seemingly beset the teaching profession in the past, those who are willing to make things happen can like the phoenix rise from the ashes of that past experience and by the use of good public relations sway public opinion to effect the needed changes. Those who are looking for a set formula to guarantee success for their undertakings will seek in vain, for each problem requires special consideration and attention. Enthusiasm and faith in what has to be done will accomplish results.

Let each one, then, cease to accept adverse thinking about the profession. Let each go forward using every means at her command, and, through good public relations, eliminate the negative in favor of a positive attitude and belief in the teaching profession and its ability to grow professionally.

There is and can be no compromise. It is a challenge which every teacher must accept.



Once Again, Women Pioneers!



IN THE historic town of Marietta, Ohio, where the first women teacher in the state resided, a memorable program took place not long ago. The Martha Kenney Cooper Ohioana Library Association, which was brought into being through the vision and imagination of the wife of the former governor of the state, has been growing by leaps and bounds during the few years of its existence. It began with a modest collection in the executive mansion of books written by Ohio authors. In a short time the two shelves originally designated for the books were wholly inadequate, and very soon two large rooms in the State Office Building had to be allocated to the project.

The interest in and cooperation with the project throughout the state of Ohio have made it a significant institution within an unbelievably short time. The State Chairman of the Pioneer Women Committee in the Delta Kappa Gamma Society approached the Executive Secretary of the library about the possibility of displaying the figurines which had recently been assembled by various chapter groups in Ohio and about accepting the biographies of the pioneer women in education. The offer was met by delighted approval and on May 21, 1949 at the

Betsey Mills Club in Marietta a luncheon meeting was staged at which more than two hundred guests paid homage to the pioneer women in education. Six authentic figurines and two large volumes of biographies were presented. Nearly one hundred stories of pioneer women, all of them representing original research, were included. Little had been written about women in education in Ohio and the contribution of the Delta Kappa Gamma Society in making this research available was received with enthusiastic acclaim. The Dayton library was so impressed by the project that they asked for copies of all biographies and that presentation was made during the summer.

Blanche Keyser of Dayton is State Chairman of the Pioneer Women Committee, and to her much of the credit for the success of this venture is attributable. She said that it was the intention to make a rather simple presentation, but the project mushroomed into something far beyond their dreams in the beginning. Other chapters and states may find a suggestion in this venture which would give them an outlet for their endeavors in this field and would at the same time make a significant community contribution.

A Novice Looks at Teaching

SUSAN H. VILLAREALE



AS I look forward to my first year of teaching I realize that the time for school to start is drawing closer. With eager anticipation I prepare for my new job, but also with the mingled hopes and fears that accompany any new job. Teaching, to me, is a fulfillment of a childhood dream. The desire to teach has not been recently acquired. Even my pre-school life was made up of playing school and being teacher. When I entered grade school I was favorably impressed by my teachers. Even today I can recall the name and personality of my third grade teacher. It is quite true that teachers have a lasting influence on young people. In grammar school, whenever the teacher left the room, I was put in charge. This stimulated my desire to teach. As I grew older, I found that I liked to work with children and, fortunately, they returned my feeling. As yet, I had no hopes of going on to college and preparing for teaching. Again, it was the influence of a teacher that sent me to Brockport State Teachers College. In my junior year of high school, I began to work in one of the large department stores. Here, one of my fellow workers was a young teacher. One day, we happened to discuss my future plans and I mentioned my desire to teach. She told me about the state teachers colleges and their benefits. She advised me to apply for entrance. Needless to say, the rest of the story is evident and here I am with one of my goals attained.

I LOOK to teaching as I would look to any new job. I know that a novice cannot expect to attain the level of her fellow teachers who have been teaching ten years and more. One cannot learn everything at once. With time and experience the new teacher can obtain a better understanding of her work. I hope to be an asset to the school in which I teach. One phase of the teacher's

work is to develop better future citizens who will contribute to this great democracy of ours—a group of individuals who will have such a firm foundation in democratic practices and principles that they will provide a strong bulwark against the attacks of any radical groups such as the Communists of today. In my teaching, I hope to provide worthwhile experiences for the children—experiences of such a nature that each child will have something on which to base his future work. From my Education classes I learned that each child is an individual. I hope to provide for this and give everyone a chance to express himself. By teaching, I hope to do my part in contributing to society and adding to the community.

WHY is there such a great shortage of teachers today? Why have there not been more young people interested and willing to enter this field? One factor that prevents young people from entering this field is that teaching is not treated as a profession. According to the definition, a profession is an occupation involving relatively long and specialized preparation on the level of higher education and governed by a special code of ethics. Does not teaching require four years of training above high school and does it not have a code of ethics? Why, then, is it not treated as a profession in the same category as law or medicine? Of course salary is one of the great obstacles to overcome. Until recently, teachers have re-

ceived a meager sum. What they received was not even considered a living wage. As a result, many capable young men and women have turned to another field. They could not have a home, raise a family, and still live in the manner expected of them on such a paltry sum. A teacher's salary should be sufficient to allow one to live at a comfortable standard. If we hope to attract better individuals, we should raise the salary to a higher level than it is at present. This would elevate the teacher's prestige in the community.

Until recently, there has been no publicity or definite guide to interest young people in teaching. The only guide was a teacher who had made an impression or who had exerted a little influence. Now, a recruitment program has been undertaken by many state teachers colleges. Up to this time, the *good* points of teaching were never stressed. The public looked to it as a thing to joke about. It was often spoken of as drudgery. Many old beliefs will have to be destroyed in order to further the field of teaching. One hindrance is the belief that most teachers remain cranky old maids as a result of the profession. This has been a constant source of ridicule and humor. With this type of build-up, can we expect many young people to venture into this profession? A teacher is a participant in a complex social pattern. Unless the other participants, who determine the teacher's position and worth, realize the necessity for improvement of these standards, teach-

ing, as a profession, will find great difficulty in attaining the status it should have. If, instead of looking down, we could make the public look up to teaching, we would be one step nearer to our goal.

Another point of interest is—if teachers would remember that they are to provide good examples for the youngsters in their care, they would further their cause. According to a survey which I conducted last year, there was a general feeling among the faculty that teachers' ethics could stand some elevation. The present code that we have could be revised to meet the current demands. Many times a code of ethics is overlooked because it is not clearly defined and stressed. One main objection of the respondents to the questionnaire was the way teachers speak about each other to other teachers and even to non-teachers. This is another fault that prevents teachers from getting the public respect that they should have.

THE personality of the teacher is most important. Yet how much time or thought is given to this when applicants are examined? There are many students who really have no desire to teach. They are merely trying to get two years of college credit which can be used later on in obtaining better employment. There are others who teach with the idea of using this profession as a stepping stone to marriage or to further study. What we need are more people who are willing to dedicate themselves to the profession,

knowing that *they will probably be forgotten*. An applicant for entrance to a teacher's college should be able to accept the responsibilities of teaching. In some communities, there are so many restrictions placed on the teacher in regard to social behavior, dress, and manners that young aspirants are frightened away. If only these communities could be made to realize that a teacher is an individual, much harm could be alleviated! If, in some way, we could make young people proud instead of apologetic about the teaching profession and if we could educate the public to look to the teachers for advice and guidance in child learning, we would be well on the way to securing better and higher calibered individuals for the teaching profession. The present recruitment program is doing wonders in spreading the fame of teachers colleges and obtaining more and better aspirants to our profession.

Now I am on the threshold of my new career. Despite the possibility of becoming one of the forgotten members of this society, I, as all my classmates, am anxious to begin teaching and help make this world of ours a better place to live in. I believe that teaching *is* or *is not* a profession, depending upon the attitudes and performances of the individual. His hopes or fears can only be realized by his own actions. I am looking forward to my teaching as a new and fruitful experience, and I hope I can prove to be of some use in educating our future citizens.

The Durham Conference

KATHARINE OBYE

THE fourth annual conference sponsored by the National Commission of Teacher Education and Professional Standards was held on the campus of the University of New Hampshire at Durham, June 29 through July 2. The theme of the conference was "Professional Growth of Teachers in Service." Since the chief aim of the conference was to have every member participation the four hundred ninety-six participants were divided into 27 groups of approximately 18 members to a group. As always, in these conferences each group was a cross section of personnel, classroom teachers, administrators, national, state, and local education association officials, college faculty members, and representatives of lay organizations vitally interested in education. Very few set or prepared addresses featured the meetings and they only to give keynotes, clarification of reports, and summaries. Every effort was made to encourage acquaintanceship among the participants. To that end *The Daily Reporter* was issued, which not only gave short reports from the groups but also recorded personal items of interest concerning individuals. About one hundred and fifty persons came to the conference who were not participants but rela-

tives or friends who were planning to go on to the Boston meeting of the National Education Association or to tour the New England States. University officials and students were in evidence everywhere to look out for the comfort and recreation of those in attendance.

The study groups were classed under four large headings: Cooperative Planning for In-Service Growth, Significant Areas of Professional Growth, Significant Areas of Personal and Group Growth, and Resources for In-Service Education. The writer of this report, your official representative, was assigned to Sub-Group II or Practicing Democratic Procedures, one of the sub-groups of Significant Areas of Professional Growth.

To reveal in a brief article the conclusions reached by many of these groups is to attempt the impossible since each report itself runs about a thousand words. To emphasize some of the points which are particularly applicable to the program of The Delta Kappa Gamma Society may be of value in efforts to carry out that program. These selected recommendations and conclusions of the groups are listed without comment as suggestions for thought and action.

1. Any group attempting to identify and formulate the problems of an in-service growth program should practice the techniques and methods of cooperative group processes.

* * *

2. All in-service goals should be directed toward the improvement of the citizens of a democratic society. In the organization of in-service programs consideration should be given to the immediate and long-range objectives of the program. The planning of the program should take into account recognized potentialities and limitations.

* * *

3. The closing of schools to provide time for the in-service program should be arranged in accordance with an accepted plan. As an extended school-year plan is adopted there will be greater opportunity for an enriched in-service program to be carried on during the additional period.

* * *

4. Effective school policy should provide for adequate opportunity of inter-relations and inter-action between school and parents in those organizations which have a common interest in the physical, educational, social, and moral development of children. Teachers as a profession should participate constructively in all activities of the community which have as their objective the improvement of the general welfare on the local, state, and national levels.

* * *

5. The effectiveness of the in-service program depends upon the individual teacher's recognition and acceptance of the need for expanding professional outlook. Every teacher should develop a consciousness that promoting the all-around growth of the learner is the chief function of the educational program and

should develop a concept that growth in service is a continuous process. The classroom teacher, therefore, has the responsibility for initiating the in-service program through suggesting areas of need for the welfare of the group participating cooperatively in the planning.

* * *

6. Need for assistance with personal problems can be recognized by cooperation in meeting housing, finance, and legal problems of teachers through the aid of the school administration working with the local teachers association. In legal matters, assistance in many cases can be given by the state department of education and the state teachers association. The solution of the problem of family relations can be attained through local community relations through local community services already established and designated as the agency to which teachers may apply.

* * *

7. Every program of in-service education should be designed so that the participants may grow in assuming personal responsibility for their own professional growth with a minimum of external guidance.

* * *

8. The school staff itself, as a group, must perhaps be the most active agent in an in-service program through faculty meetings, parent-teacher conferences, home visitations, supervisory procedures, demonstrations, participation in community activities, cooperation with other youth agencies, and revision of curriculum.

* * *

9. Understanding is a two-way street. It is the obligation of every teacher to seek intentionally an understanding of the communities—local, state, and national—in which he works, to participate in worthy community activities, and to

assist in bringing about a consciousness of the contributions which schools and teachers make, not only to children but to the community at large.

* * *

10. The exchange of teachers has long been practiced by institutions of higher learning. The extension of this practice more widely in the secondary and elementary fields is recommended. The actual exchange should be preceded by careful selection and orientation. The period of exchange service should be adequate to provide for numerous contacts outside the classroom. The subject and level of education experience should be as broad as the education of the teacher will permit. The geographic circulation of the teacher should be such as to allow him to acquire knowledge of as many sections of the country as possible within the limited span of time. Educational opportunities after the completion of the teaching period should give the teacher a broader concept of that country before he returns to his native land.

* * *

11. Each school should cooperatively evaluate itself to determine the extent to which improvement is democratic practices is needed. Boards of education, administrators, and teachers should cooperatively conduct a similar study of the school system. The group should then plan cooperatively the school program, providing for such changes in administrative practices, personnel relationships and classroom procedures as have been found advisable. Provision should be made for planned conferences on democratic procedures and for teacher participation in such in-service activities as school visitation, curriculum planning, etc., without penalty. Each teacher should accept the challenge to use every possible resource for self-improvement. (This

is the group to which the writer was assigned.)

* * *

12. Since the desire for in-service growth must be considered the basic characteristic of a good teacher, an in-service program cannot become effective unless the need for it is felt and understood by the teacher. Therefore, if a professional development program is to reach all teachers, it must be wanted by the teachers and developed by them in cooperation with administrators, and not by administrators alone.

* * *

13. An emotionally immature teacher needs in-service emotional help much more than any professional course.

* * *

14. Every attempt should be made by teachers and administrators to develop good human relations among the whole staff. Each person should assume the responsibility of having and developing attitudes of fairness, of understanding and of charity. When troubles arise an appeal may be made to the individual's sense of fair play or to standards of professional ethics. Good human relations are encouraged and sustained by a good social and professional atmosphere.

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15. On the undergraduate and graduate levels, teacher education institutions should include courses in group dynamics.

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16. Discrimination against married women teachers either by non-employment or by restricted employment deprives a community of a rich source of creative teachers. Professional competence, not marital status, should be the criterion for employment.

17. Line of communication must be opened between theorists and practitioners in education so that each may benefit from the other's contributions to educational growth, to the end that theory may enlighten practice and practice check on theory.

* * *

18. To achieve professional status a teacher must acquire skill, perform service, obtain security, win recognition, and possess pride in the profession.

* * *

19. There is an individual responsibility for personal-social development. A well-adjusted teacher is a happy teacher; therefore, all teachers should seek this goal.

* * *

20. Study and utilization of community resources in the education of teachers can provide complementary and supplementary live information and data to speed up the process of translating into practice the best in educational theory.

* * *

21. An awareness and willingness on the part of administrator and teachers to use effective leadership wherever it emerges is an essential part of an in-service program.

* * *

22. Practices of exchange teaching and sabbatical leaves should be legalized in all states.

* * *

23. Colleges and universities may make substantial contributions to in-service growth of teachers in general education, special subject education, professional education, personal adjustment. These four areas of growth may be made available either on campus or through extension.

24. Members of a professional organization learn best by doing. One of the responsibilities of such an organization is to isolate problems or needs, then to set up group activities in whatever areas necessary to work toward enlightenment and solution.

* * *

25. In-service growth involves acquiring an understanding of the goals of education, adaptation of skills by the teacher in the realization of these goals, growth of the teacher as a person, and participation in the democracy of community life.

* * *

26. Since there is an over-supply of secondary teachers and an acute national shortage of elementary teachers, steps must be taken to encourage college graduates to prepare for elementary education.

* * *

27. The 1950 National Conference of the Commission will be devoted to a study of standards for teacher-education institutions.

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THE foregoing excerpts give but the faintest suggestion of the richness of discussions and conclusions reached by various groups. By applying to the National Education Association complete reports may be obtained. Write to Dr. Ralph McDonald, Executive Secretary of the Commission. Dr. McDonald has had charge of the planning for the four conferences held beginning in 1946 at Chautauqua, New York.

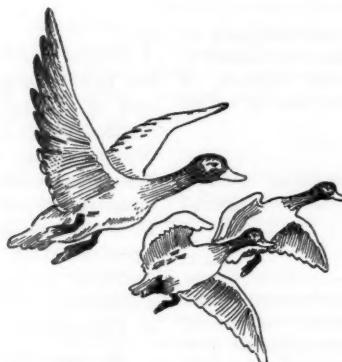
The keynote speaker for the 1949 Conference was Miss Waurine Walker, Waco, Texas. Her address on "The Challenge to Grow Pro-

fessionally" was of such an inspirational nature that it was the general opinion of those present that they had heard one of the most remarkable addresses of their professional careers. Miss Margaret Boyd, Steubenville, Ohio, our Society's national vice-president, was one of the four summarizers who spoke at the closing luncheon. To name all of our members who served as chairmen, evaluators, consultants, and participants would be to reproduce an almost complete directory of the 227 women present.

Attendance at this conference was a stimulating experience for all who had the privilege of meeting and conferring with men and women whose chief aim is improving themselves for greater service and leadership in the profession of teaching

and desiring to share these experiences with others who are like-minded.

The distribution of personnel at the conference indicates the wide variety of educational activity represented: Superintendents of Schools, 40; County Superintendents, 5; Supervisors of Instruction, 11; High School Principals, 20; Elementary School Principals, 18; Teachers, 192; College Presidents, 11; College Deans, 31; College Staff Members, 29; State Superintendents of Instruction, 9; State Directors of Teacher Education and Certification, 28; State Departments of Education Staff Members, 46; State Education Association Staff Members, 27; Representatives of National Organizations, 27; Educators from Foreign Countries, 17.



Our New Scholarship Honorees

The Annie Webb Blanton Scholarship

GRACE Imogene Fox, who is a member of the Florida State University faculty, has been awarded the Annie Webb Blanton Scholarship for the year 1949-1950. Miss Fox is working for her doctorate at Indiana University in the field of physical education, and from one of her professors comes the testimony that she is one of the most promising candidates in the graduate section. Her thinking with regard to the developmental needs of children and young people and her attitude toward the place of her major interests, health, physical education, and recreation in the total pattern of education are unusual and refreshing. Her general educational leadership has been remarked by her colleagues in Florida on more than one occasion.

Miss Fox is planning an interesting dissertation. She is concerned that more materials be made available to children to help them plan their own recreation. One of the things she is doing is to write resource books on games and other types of fun, which can be read by children of different ages, with controlled vocabulary and all the other techniques authors of children's books employ.

Accordingly, the study of Miss

Fox is a unique one. She is making a collection of the games which the Negro children of Florida play because she believes that these games are typically a part of the Negro culture which will in a few years be lost unless someone preserves them. Many of the singing games these children play will be replaced by those more commonly played by white children. Many one-room country schools will go out of existence this year, and all will soon be gone.



Miss Fox is obtaining these materials from primary sources, and much of the work must be done by personal contact. The president of one of the Negro colleges in Florida has offered his full cooperation, and

many people have volunteered their help.

We congratulate Miss Fox not only upon having received one of our coveted distinctions but also upon the initiative and vision which are characterizing her field of research.

The Berneta Minkwitz Scholarship

TO Margaret Wasson of Dallas, Texas, a member of the Epsilon chapter, the committee awarded the Berneta Minkwitz Scholarship. Miss Wasson is a candidate for the degree of Ed.D. in the field of teacher education at Teachers College, Columbia University. She is at present in the process of defining her plan more narrowly, but she says that it will be safe to say that her project will be concerned with some phase of the problem of improving pre-service preparation of teachers for secondary schools.

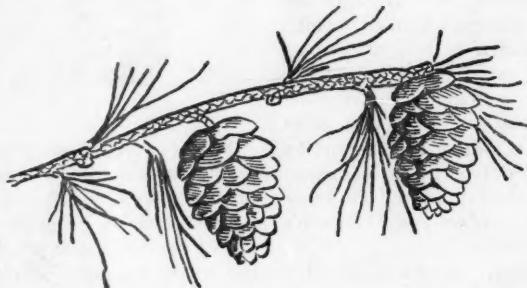
Miss Wasson's major fields during her undergraduate work were Eng-

lish and Latin. She has attended the University of Chicago and George Peabody College and is, as we have said before, in residence at the moment at Teachers College, Columbia University.

For some years she has been Director of Curriculum in the Highland Park public schools of Dallas. She is the daughter of missionaries, and her first 17 years were spent in Korea with two furloughs in this country when she was aged 5 and 12. Her other travels have been wide. She has a large range of interests outside her professional job.

Those who know her speak of her as a young woman of outstanding ability, leadership, and personality. She has rendered conspicuous service in the Delta Kappa Gamma Society, and she has the confidence and professional respect of all her associates.

We are fortunate in having two women of such outstanding abilities to utilize our national scholarships during the ensuing year. Our good wishes go with them in their undertakings, and we are confident that they will do us credit.



A Big Day for Massachusetts



A BRILLIANT dinner sponsored by the state organization of the Delta Kappa Gamma Society during the meeting of the NEA in Boston was so memorable an occasion that it deserves more than passing notice. It took place at the Copley Plaza Hotel on July 7, 1949. Nearly five hundred members gathered for the dinner, which was scheduled for 6:30 o'clock. It was a big undertaking for the Massachusetts organization, which has only recently expanded into unbelievably large proportions. The smoothness and beauty of the occasion were largely attributable to the chairmanship of Dr. Muriel Thomas and the close and enthusiastic cooperation given her by Dr. Lyons, the State President.

Miss Mabel Studebaker, the retiring President of the NEA and a member of the Society in Erie, spoke briefly, as did Miss Margaret Boyd, the National Vice-President, and Dr. Vera Butler, the Northeast Regional Director.

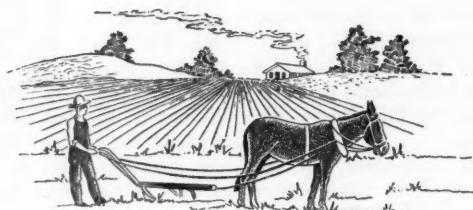
Mrs. Mildred Buchanan Flagg, author and lecturer, was responsible for the introduction of a half dozen notable figures. Miss Emily

Greene Balch, winner of the Nobel Peace Prize, economist and author of seven books, and Honorary International President of the Women's League for Peace and Freedom, spoke on "What Educators Can Do Toward One World." The next speaker was Mr. Haydn S. Pearson, nature editorial writer for *The New York Times* and the *Boston Herald*. His books, *Country Flavor*, *Sea Flavor* and others are well known, and his achievements were featured recently in an article in *Time Magazine*. He spoke on "The Singing Word." "An Alaskan Adventure" was the subject of Mrs. Bradford Washburn, the first woman ever to climb to the top of Mt. McKinley. Her motion pictures are regarded by experts as the most beautiful and spectacular Kodachrome films ever taken. Princess Phillipe de Bourbon, noted French lecturer and descendant of a long line of royal connections, spoke on the magnificent struggle of the women of France during the recent war. The princess is not only a graduate nurse but also served as head nurse at the military

hospital in Brignoles, France during World War II. Jeffrey Harwood, noted commentator and lecturer, gave the newspaperman's viewpoint of the teacher's place in the world of tomorrow. Dr. Esther Forbes, author of *Paul Revere and His Times*, was another thrilling speaker. The music was furnished by a professional musician whose identity could not be revealed, but the beauty of his performance was at-

tested by the tribute of silence whenever he played.

Massachusetts deserves great commendation for undertaking a project that would tax the facilities of a much larger organization. That more than half of the membership are new to the organization made the achievement even more noteworthy. This state made history recently when it organized eleven new chapters on a single day and the membership more than doubled.



Marion Edman

One of Our Own

MANY of our members will recall that it was due largely to the efforts of this well-known educator that we were able to sponsor the eight-week residence in Sweden of several German teachers. Dr. Elizabeth Lichy was responsible for sending us this interesting recognition and Mathilde Steckelberg of the Epsilon chapter in Michigan did the translating.

In the first issue of *Schule und Gegenwart* (*The School and the Present*), a professional monthly magazine published in the interests of Bavarian education, the following tribute to Dr. Marion Edman appears:

"Of all the officials of the Military Government Dr. Marion Edman, a specialist in teacher training, has probably established the strongest personal contact with Bavarian educators, with pupils and with students in every type of school. What may the causes of this be? Perhaps it was the influence of her native state Minnesota, which with its climate and landscape, its forests and its lakes in many respects suggests Bavaria. Youthful impressions of the ancestral farm home of her parents in Sweden were added to that. Her activity as an educator

through long years in every possible type of school from the elementary school to the university have given her a rich pedagogical experience, which is now being utilized in Bavaria.

"For two and one-half years Dr. Marion Edman has been active in Germany. In the course of this period of time she has acquired an extensive knowledge of the condition of the schools in Bavaria, and such a remarkable mastery of the German language that she is often taken, not for an American, but for a German. It is not strange that her office in the Military Government is almost never empty of callers, because so many Germans seek her out particularly. Perhaps women are by nature better diplomats. All these characteristics are valuable prerequisites for the important place which Dr. Marion Edman occupies in the Military Government, but also for her participation in school reform. The decisive factor in this fine example of mutual understanding between occupation power and Germans, however, is the sympathetic heart which senses the countless professional worries and needs of the Germans, so many of whom daily seek her counsel and her help."



Alabama

Epsilon Chapter has reported the death of Miss Mae Eanes of Mobile on July 14, 1949. Miss Eanes was initiated in 1934, and the long list of her contributions to the work of the Delta Kappa Gamma Society in her city is an impressive one. For 55 years she was a teacher in the city's public schools and for 26 of these years she was assistant principal of the Murphy High School. In 1938 she was voted the outstanding citizen of the year.

California

Dr. Catherine Virginia Beers of Los Angeles and a member of the Kappa Chapter died on April 22, 1949. She was a life member of the Society and served faithfully whenever her assistance was needed in any capacity. She was a distinguished figure in the field of genetics research and on two different occasions had attended the Congress of Genetics in Sweden. Only last year she presented a paper at that conference. Her avocation was aviation. She was Secretary of the Women's International Association of Aeronautics. When she decided to go to Stockholm last summer Dr. Beers determined to fly from Los Angeles to Sweden and to return by Greece, India, China, and the Pacific Islands, thus completing a round-the-world flight. In 1939 she

was one of the first passengers on the newly established Atlantic Clipper service, returning to America after the war had begun. Hers was a gallant spirit and her vitality and distinction will long be remembered.

On August 4, 1949, Edith Blum of the Alpha Beta Chapter in Los Angeles passed away. She had been chairman of a number of committees since her initiation in 1942. She was a well-known person in the profession in her state and had served in several capacities in the Southern California Association of Teachers of English. Prior to her retirement in 1943 she had been a teacher of English in the San Pedro High School.

The Alpha Tau Chapter reports the death of Miss Hazel Allen, of Los Angeles, on May 20, 1949. She was treasurer of the chapter at the time of her decease and was a charter member of her chapter.

Colorado

Hattie F. Yardley of Greeley, Colorado, died on June 4, 1949. She had served as President of the Delta Chapter in which she had been initiated in 1936.

Florida

The Beta Chapter records with sorrow the death of Mrs. Sue Burns, of DeLand, Florida, on April 5, 1949. Always a loyal member, ever ready to cooperate in any activity

of the organization, she will be sadly missed. She was a member of a number of other women's organizations as well as an active church woman.

The Beta Chapter lost another member in the death of Lillian Page Hough on June 8, in Jacksonville. Miss Hough was a well-known woman in education and had served in a variety of capacities on state and local committees. She was Elementary School Supervisor in DeLand at the time of her death.

Hawaii

This new organization sustained its first loss in the death of Mrs. Eva Hendry, who was superintendent of Kawaiola Training School for girls. She died on June 21 of a heart attack. Mrs. Hendry had been a long time resident of the Islands, was former principal of Lincoln School, and was active in girl scout and community affairs. It was while she was at the girl scout camp that she suffered the fatal attack.

Idaho

Mrs. Fern R. Hart of the Alpha Chapter died on April 23, 1949, in her home city of Boise. She had been Assistant County Superintendent for 23 years. She was an active member of the Christian Church and was affiliated with other women's organizations. Her chapter will miss her very greatly.

Maryland

In Sharon, Tennessee, on July 27, 1949, Dr. Esther J. Crooks, long a member of the faculty of Goucher

College in Baltimore, passed away. A state founder of Delta Kappa Gamma and a chairman of many committees, she had been an inspiration to scores of her fellow members. She had been graduated from Dennison University with Phi Beta Kappa honors and received her doctorate from Johns Hopkins University in 1923. She followed this with study at Chicago and Columbia and supplemented it by study abroad in Spain, England, Germany and Italy. Long a student of Spanish, Dr. Crooks visited every country in South America and lectured extensively on the work of women in those countries, in addition to writing innumerable articles on this theme. From 1944 to 1947 she was on leave of absence from Goucher to serve the State Department at the American-Brazilian and American-Peruvian cultural institutions. She was a delegate to the Inter-American Conference on Education held in Mexico City in 1937 and to the Pan-American Conference held in Lima, Peru, in 1938. Dr. Crooks was active in social and civic work and was a former president of the Maryland branch of the Women's International League for Peace and Freedom. A dynamic and colorful personality, she will be greatly missed not only by her fellow members in Maryland but by our entire organization to which she contributed much in the way of stimulating thinking.

Massachusetts

On July 1, 1949, a nationally known figure in the field of nature

study passed away. Fannie Stebbins had been a pioneer in this field and had won national recognition through the science program which she developed for the Springfield schools. She compiled ornithological data for the National Biological Survey in Washington, D. C., and secured data on water fowl for the government, which were used in a treaty between the United States and Canada regarding game laws. For many years Miss Stebbins was recognized as a source of authority in her field. She was an honorary member of Alpha Chapter.

Michigan

On March 8, 1949, in Marshall, Mrs. Winifred Goble, of the Nu Chapter, died. She was a member of a number of other women's organizations and community clubs and was active in the work of the chapter. Her fellow members will miss her sadly.

Missouri

Miss Mary Dysart, of the Beta Chapter, passed away on June 28, 1949, in Columbia, Missouri. She had been a member of the Society for 11 years. She had retired voluntarily because of her mother's health and yet, even with the multitude of her responsibilities, she had found time for activity in various positions on committees through the years of her membership. She was a member of a number of clubs of various types and wrote a great deal of poetry and many prize-winning essays.

The Epsilon Chapter lost an out-

standing musical figure in the death of Miss Henrietta Keller on April 14, 1949. She had been on the Southwest Missouri State College faculty for 35 years and she had been active in organizing the street carolers' groups at Christmas time last year. She gave vigorous support to the music contests staged in the Ozarks schools. She was exceptionally successful in teaching children's music. Miss Keller had served as president of her chapter for 2 years and for 4 years as recording secretary. At the time of her death she was active as State Music Chairman.

Illinois

The Theta Chapter has reported the death on December 4, 1948, of Miss Eva Colby, of Macomb. She was initiated in 1937 as a charter member and served for 4 years as the first president of the chapter. It was her labor that was responsible for the compilation of the history of the Theta Chapter in 1945. She was head of the Department of Home Economics of Western State College in Macomb and had served actively in various capacities in the AAUW and the Business and Professional Women's Clubs.

Theresa F. Wild died on March 4, 1949. She was a charter member of the Theta Chapter and for 8 years had given her service freely as Chairman of the Music Committee. She was head of the Department of Music at Western State College in Macomb and was a reader in the Christian Science Society.

The Nu Chapter reports the death of Vera Going Harris on May 11, 1949. She died in Daytona Beach, Florida. Mrs. Harris had been Supervisor of Primary Education in the Peoria public schools for years.

Kansas

The Nu Chapter lost a charter member in the death of Bertha V. Sallee on March 2, 1949. Miss Sallee died at the St. Elizabeth's Hospital in Hutchinson, Kansas. She was an active worker in P.E.O., a frequent contributor to the magazine of that organization and had been a leader in the American Youth Foundation Camp. Her hospitality was well known and her home was always open to groups of teachers and her Delta Kappa Gamma friends.

In Riverside, California, at the home of her brother, Dr. Beulah Morrison passed away on May 21, 1949. She was a member of the Omicron Chapter. A specialist in psychology, Dr. Morrison was a leader in progressive education and a constant inspiration to her fellow chapter members. Teachers all over Kansas pay tribute to the work of Dr. Morrison in the field of psychology. She taught at the University of Kansas for many years.

Kentucky

In Murray, Kentucky, Mrs. Mary Ed Mecoy Hall, of the Gamma Chapter, died on February 2, 1949. She had been a member of the organization for 9 years and had been especially helpful in the work of the chapter because of her ability to de-

sign favors and programs and of her work on figurines. She was Associate Professor and head of the Art Department at the Murray State College for 15 years. Prior to that she had a long and varied experience in the field of art and had done a great deal in the compilation of art textbooks. She had received both her bachelor's and master's degree from George Peabody College.

Louisiana

Rachael Goldenberg died in Shreveport, Louisiana, on March 2, 1949. She was a charter member of the Zeta Chapter, served as one of its officers, and was active in the development of its program. She had a distinguished career not only as a teacher but also as a school principal over a period of 51 years in the Caddo parish schools. She was instrumental in organizing the Principal's Club and had initiated a movement for the free school lunch program in Shreveport. Always active in civic and welfare work, she will be greatly missed by her fellow members.

Nebraska

Miss Helen Klippenstein, of the Kappa Chapter, died in Yankton, South Dakota on April 11, 1949. She was a charter member of her chapter and had served as its recording secretary.

New York

The Iota Chapter suffered a great loss in the death of Elizabeth Dow, of Youngstown, New York, who died in Niagara Falls on May 5,

1949. She was a member of the Committee on Pioneer Teachers for three years. She had served as treasurer for 4 years and was active in the work of other committees. She was an active church worker and her death leaves a great gap in community life.

The Iota Chapter reports another loss in the death of Flora Scharch of Niagara Falls. She died on July 21, 1947, but we have just received the notice of her death. She served as member of the committees on Pioneer Teachers and Equal Opportunities. She was active in state educational affairs and had been the Vice-President of the National Education Association.

North Carolina

The State lost one of its honorary members when Miss Addie St. Clair died on July 9 in Sanford. The entire state organization felt itself honored in having Miss St. Clair among its members. She had contributed so much to education in her city and state that it was an honor to have her membership. For fifty years she had taught in the Sanford schools and a few years ago to evidence their appreciation, the citizens of the town named their new school building for her. As an active church member and a person who had done much to enrich the culture of the community she will be sorely missed.

Ohio

In the death of Miss Bertha Louise Nixon, of Kent, the Theta Chapter lost an outstanding mem-

ber. One of the charter members initiated in 1938, Miss Nixon had long been associated with vigorous programs of the organization. She was head of the Home Economics Department of Kent State University for 30 years. In 1930 she opened the first Home Management House at K.S.U. and for several years she served on the State Home Economics Association Committee.

In Galion, Ohio, the Lambda Chapter lost a beloved member when Miss Louise H. John passed away on April 14, 1949. For 65 years she was associated with public school work. Fifty-seven of those years were spent in actual teaching. For 8 years following her retirement she served as a school board member. She was active in the Business and Professional Women's Club and gave her services freely to the town's Library Board. Her death leaves a great gap.

In Pemberville on March 10, 1949, Miss Kate M. Offerman died. She was the first president of Nu Chapter and was initiated ten years ago. As the Assistant County Superintendent of her county she had contributed largely to the improvement of the elementary schools of the county.

The Alpha Alpha Chapter wishes to record the passing of Katherine Vosburg. Although Miss Vosburg's death occurred more than a year ago, through some misunderstanding we were not advised of her death. She was active in the County Teachers' Association and had served on the Teachers' Examining

Board. A pioneer in the field of education, she had taught every grade and every subject in the school curriculum. She was friend and counselor to all who knew her and loved her. Her zeal for work instilled in her associates and in her pupils the same desire for work as she exemplified constantly.

The Alpha Phi Chapter records with sorrow the death of Jean B. Elwell in Xenia. She was made an honorary member of the organization in 1947. A woman of rare charm and sensibility, Miss Elwell had done for her little town a piece of progressive work that was unexcelled. She received nation-wide recognition more than two years ago when an article, "Miss Elwell Opened the Blinds," appeared in the *Reader's Digest*. Her story was dramatized over the Columbia Broadcasting System with Ethel Barrymore playing Miss Elwell's part. She was 94 years old when she died and had completed, when she retired in 1922, the longest teaching career of any teacher in Xenia. To do her honor the school officers conferred upon her the title of supervisor emeritus of the high school's English department and later named the auditorium in the new high school for her. Thousands of her pupils throughout the years trekked to her home and she received hundreds of letters from them constantly. She merited the tributes that were paid her.

The Beta Eta Chapter lost a valued member in the death of Ada Hauck on March 25, 1949. Miss

Hauck had served efficiently on many committees. Her vibrant personality, her excellent judgment, and her progressive ideas gave the members of her chapter a wealth of inspiration. For 38 years she had been a member of the staff of the public schools. Widely known for her friendly attitude and her cheerful smiles, she was the friend of every child who knew her.

Oklahoma

On March 4, 1949, in Enid, Oklahoma, Jewel Irene Palmer, a member of Kappa Chapter, died. She had served efficiently on a variety of committees and her capable hand was always felt in the organization of any large group meetings. For 11 years she had been an educational missionary to Japan. For three years she was resident secretary in the Y.W.C.A. in Pittsburgh, Pennsylvania. In 1948 she went to Arkansas to serve as head of the Home Economics Department in the high school set up for the Japanese relocation centers.

South Dakota

On December 1, 1948, the Gamma Chapter lost a very active member by the death of Mrs. Alice Lyons, of Mitchell. She was especially interested in the programs of the State Training School for boys and girls and contributed largely of her interest and vitality. She will be greatly missed.

Tennessee

On April 30, 1949, in the Appalachian Hospital in Johnson City,

Tennessee, Miss Katherine Mitchell, of the Gamma Chapter, passed away. She had assisted in organizing her own chapter and later helped the Zeta Chapter to get under way. She had served as a member of the Research, Scholarship, and Social Committees and had contributed effectively to the work of her chapter. Her fertile mind, charm of personality, and professional attainments were an inspiration to her fellow members. Her unusual abilities as an inspiring and scholarly teacher evoked the respect and admiration of all who knew her.

Miss Lillian Rule, of Knoxville, passed away on April 21, 1949. She was a charter member of Zeta Chapter and had served as both its first and second Vice-President. She had done consistent and very active work on the Membership, Program, Pioneer Women, and Equal Opportunity Committees. For 45 years she had taught in the schools of New Orleans, Valdosta, Georgia, and Knoxville, Tennessee.

Texas

The Gamma Chapter of Houston records the death on August 1, 1948, of Mrs. Frankie Carr Polk. She had been a member of the organization since 1937. Always active in the committee work to which she was appointed, she was a splendid example of a fine Delta Kappa Gamma member. Her activities extended to work in the local Y.W.C.A. and the city social agencies. Particularly was she interested in delinquency and the problem of unprivileged girls. She will be sorely missed.

The Delta Chapter of Fort Worth announces the death on June 11, 1949, of Miss Lottie Roe Green. Miss Green had been in the organization little more than a year, but she had already made an outstanding contribution in the field of Guidance. She was always eager to avail herself of special courses and clinics and was one of the people responsible for beginning this work in the Paschal High School, where she was a teacher of science.

The Beta Rho Chapter of Wichita Falls reports the death on May 7, 1949, of Mrs. J. C. A. Guest. She was a charter honorary member and gave generously of her time and money to the activities of the organization. She was an outstanding religious, community, and social leader. She was prominent in all women's activities and for 17 years taught a Bible class. The multitude of her interests attest the value of her life. The chapter to which she belonged will miss her greatly.

On August 3 we were advised of the death of Miss Eunice Dozier, of Gainesville. For 35 years Miss Dozier had been a loved and honored teacher in the elementary schools. She was a charter member of the Gamma Sigma Chapter with active status until her retirement three years ago. A fatal accident was responsible for her death.

Utah

On May 9, 1949, the Delta Chapter lost an energetic worker in the death of Alma May Baumgardner Killpack. She died in Thistle, Utah.

She had been initiated in 1943 and was active and energetic in the work of her chapter. Active in Latter Day Saint church work, Mutual and Relief Society organizations, Mrs. Killpack's service to the community cannot be measured. She was killed in an automobile accident.

On May 14, 1949, in St. Benedict's Hospital, Ogden, Utah, Pearl Starr, a member of the Delta Chapter, died. She had been a member of the organization for the past 6 years and had fulfilled many special committee assignments. For 30 years she had devoted her energy to special education with handicapped children at the Utah State School for the Deaf. She was a member of and an active participant in many educational organizations, several of which honored her at various times by electing her to important offices.

Vermont

Miss Daisy Beals, of St. Albans, Vermont, died on February 13, 1949, at Castleton. She had been a member since 1940 and had served on a number of important committees. At the time of her death she was Principal of the Messenger Street School and had served as President of the St. Albans Teachers League and the Vermont Women Teachers' Club.

The state organization of Vermont lost a valued member recently. On July 29, 1949, Mrs. Mollie B. Young, of Castleton, passed away. She had served as President of the Vermont Federation of Women's Clubs, of the Montpelier Women's

Club, and the Vermont State Women's Republican Club. She was a director of Vermont Craftsmen and of the Vermont Association for Crippled Children. She was one of the founders and first president of Heaton Hospital Auxiliary, and was Assistant Secretary of the National Conference of Commissioners on Uniform State Laws. Her death leaves a great gap.

The death of Dr. Caroline S. Woodruff, long-time administrator and educational leader in Vermont, is more than a passing blow to hundreds of her friends throughout the nation. She was one of the state's founders and served as its first parliamentarian. She was greatly interested in the organization and offered her home on numerous occasions for state meetings. For more than 50 years she was an active teacher, supervisor and administrator, well known not only in Vermont, but also in the nation. As principal of the Castleton Normal School for 20 years she took an active interest in the selective recruitment and training of teachers for the elementary schools. Under her leadership the school developed from an institution offering one year of teacher training to one offering four years and a bachelor of education degree.

Virginia

Mrs. Eleanor Patterson Rowlett, of the Beta Chapter, died on May 13, 1949, in Richmond. Since 1936 Mrs. Rowlett had been a member of the Society. She was a state founder and the first president of her chapter

and later the state president. For years she served as the Virginia Director of the NEA. She was a member of the NEA committees on Teacher Retirement and Budget and was past president of the League of Richmond Teachers and secretary of the League of Women Voters in Virginia. A devoted wife and mother, she found time to give richly of her service to civic affairs. She will be missed sorely because she was a gifted and inspiring leader. In the midst of a full, rich life, she met illness and death with rare

courage. In her death education has suffered an irreparable loss.

Washington

The Xi Chapter lost one of its outstanding members in the death of Virginia Grainger Herrman on May 17, 1948, in Omak, Washington. She was named the pioneer woman teacher by Xi Chapter and had been most helpful in furnishing adequate information of the early days in that part of the state. In Okanagan they named one of the schools the Virginia Grainger School. Hers was a full and rich life.



ANNUAL REPORTS

of

THE NATIONAL PRESIDENT

THE NATIONAL EXECUTIVE SECRETARY

and

the report of

THE CERTIFIED PUBLIC ACCOUNTANT

on

THE FINANCIAL STATUS

of

THE DELTA KAPPA GAMMA SOCIETY

Report of the National President

Members of Delta Kappa Gamma:

Summarizing a year fraught with problems and obstacles to normal progress is, at best, difficult. That our hindrances may be overcome and our controversies cleared during the coming year is our cherished hope. Perhaps it is as well that before our coming of age we should experience the clarification of certain important issues and arrive at the solution of certain questions. Probably, as a result, we shall begin our maturity freed of all obstacles that might attempt to hold us back.

A survey of the work of our organization is limited by the fact that we can consider only tangible evidences. The intangible accomplishments, although they may be far greater, can be noted only in the essence, a background observed but indescribable. It is quite possible for us to present a statistical report of our membership: so many active members, so many honorary members, such a percentage gain in membership, and so on; but the individual's contributions to the Society and the Society's satisfactions for the individual cannot be measured.

A study of the reports of State Presidents and of National Committee Chairmen reveals the achievements of the current year:

1. *A vigorous and energetic interest in legislation particularly for education and for women.* The untiring zeal of a

strong national chairman and her committee, together with the important work of state and chapter committees, has given impetus to this activity.

2. *The publication of a new Program Manual to replace the first Manual.* The efforts of a capable national program chairman have made this valuable handbook possible before the new five-year plan, with its study coupled with action policy, is put into effect by chapters. The *Program Manual* may be ordered from the National Office at 1309 Brazos Street, Austin, Texas at 25c a copy.

3. *The initiation of a campaign for better public relations.* Guided by the expert hand of the national chairman, states and chapters have shown an amazing talent for taking Delta Kappa Gamma off the society page and for improving cooperation between Delta Kappa Gamma and various civic organizations.

4. *The completion of a state organization in the Hawaiian Islands.* This is the 50th state organization to be finished and it seems quite appropriate that organization should be accomplished during the 20th year of our Society. A nucleus of members who formerly lived on the mainland was responsible for bringing together a representative group of members. Chapter organization in various parts of the Islands will be the next step.

5. *Organization of chapters within states is moving forward.* Many states have reported several new chapters, but to the State of Massachusetts goes the record for new chapters during the current year with twelve organized there this spring.

6. *Visits by the National President to several states, namely Iowa, Kansas, Michigan, Nebraska, Oregon, Wisconsin, and to three Regional Conferences: the Northwest, the Southeast, and the South-*

west. Enthusiastic vigor was present in every state visited and a good deal of active participation by the members was noted at the various meetings. Two Planning Committee meetings have been held in St. Louis, one at the Thanksgiving recess and one during the weekend of Memorial Day.

Many more states have been honored by the presence of the National Executive Secretary whose report will carry information about her public relations work.

7. The preparatory work for Song Book IV. *Song Book III* has served us well. However, the Executive Secretary has recommended for two successive years the compilation of a new song book. Accordingly the national music committee began to urge the composition of words and music to be presented for consideration and perhaps inclusion in a new *Song Book*. Manuscripts are still being requested and received, and January 1950 will see the last details begun in preparation for a new book of Delta Kappa Gamma music.

8. Renewed efforts to follow up the young people we have been encouraging to enter the teaching profession. Each state has mentioned with pride its work in selective recruitment. To no other task has every state brought more fervent enthusiasm nor more persevering interest. Cash awards, scholarships, the provision of clothing, and the arrangement of loans for prospective teachers have indicated the responsiveness of many states to an apparent need.

9. The extension of aid to schools, students, teachers, and other needy groups of individuals in foreign areas. CARE packages, assistance to the "Crusade for Children," funds sent for "Overseas Teacher Relief," boxes of food and clothing, and correspondence with the people who were benefactors of the generosity of our chapters—all these have strengthened the feeling of good will between teachers abroad and at home. Several of our states have undertaken the support and provision for ad-

vanced study of a foreign teacher: North Carolina continues with its support of a young woman from Algiers; Florida is bringing a Korean woman to its state as a student; Minnesota, assisted by Nebraska, is providing for a German teacher at the University of Minnesota; Indiana has given some financial assistance to a teacher from Finland; Washington has reached its \$2,000 goal for a foreign teacher's support in our country; the New England States and New York have reached the goal they have set up so that they may bring a teacher from the Philippines to the United States.

10. One new committee, appointed only at the national level, is proceeding with the gathering of information necessary for the organization of Delta Kappa Gamma in foreign countries. Treaties between the United States and other countries, foreign monetary systems, and foreign educational groups are being studied to determine what is the best means of introducing The Delta Kappa Gamma Society into foreign lands. Each member of the committee was appointed for some specific reason, for example, ready access to information about the country, personal acquaintance with the educational executive in a particular area, proximity to the area involved, or recent experience meeting with educational groups abroad.

11. Work has been launched on our most recently adopted project—teacher welfare and morale. Questionnaires have been sent to State Chairmen to be duplicated and given to members and to a similar number of non-members. A study of the data accumulated will undoubtedly be revealing.

12. The writing of thousands of letters to members, as well as to Chapter and State Presidents. This has been done with the hope of answering questions, making interpretations, offering suggestions, providing explanations, or giving pertinent data where they were needed.

In order to provide a point of

departure for our recommendations for the coming year, we have attempted to highlight the outstanding accomplishments of the current year. Reports will be made by chairmen of national committees in much greater detail. Under their own initiative and with the skill exercised by Delta Kappa Gamma leaders wherever they serve, these chairmen have contributed generously of their time and magnificently of their creative imaginations. The outpouring of their good work for Delta Kappa Gamma is the keynote to their faith in the greatness of our society and a superb tribute to the unshakable foundations which our joint efforts have sustained.

With undaunted faith in one another, in the basic integrity of the human spirit, and in the noble purposes to which we are committed let us set our sights toward a new year. Since it seemed necessary for us to seek judicial opinion with regard to our governing body, let us with objectivity and equanimity see the matter through to its logical conclusion. This, in itself, should clear the atmosphere and permit us to use all of our powers toward the performance of our obligations and in an emphasis of the intentions indicated in the statement of our purposes. We, therefore, in consideration of the year just passed and in the light of our great potentialities, make the following recommendations:

1. *Basic Agreements:* It is suggested that each of our chapters at its opening meeting begin by a recital in unison of

our purposes in order that we may dedicate ourselves anew to those ideals to which we subscribe.

2. *Orientation:* It is recommended that newly elected chapter officers be given as much opportunity as possible to meet with state officers in order that Chapter officers may inform themselves of the duties, requirements, and background of their offices.

3. *Workshops:* It is suggested that every state hold a workshop early in the year for the training and assistance of committee chairmen so that they may be versed in the discharge of their duties and advised of their obligations. Where it is more feasible, large states might be divided into regional areas with a workshop session planned in each area and headed by an officer or chairman well-grounded in the various aspects of Delta Kappa Gamma work.

4. *Fellowships for Foreign Women:* Mindful of our first purpose, it is urged that more states coordinate the splendid generosity of their chapters into one unified effort in order to give opportunity to more foreign teachers for residence and advanced study in the United States.

5. *Figurines:* As a part of our second purpose, it is recommended that we study the problem of the accumulation of figurines representing the pioneer women in the teaching profession and that we arrive at some decision in regard to them so that we may dignify these replicas of outstanding personages by making proper arrangements for their use by the several states desirous of their return.

6. *Biographies of Pioneer Women Teachers:* As another aspect to the second of our purposes, it is advised that every state work toward the completion of its collection of data about its pioneer educators. It is further suggested that under the auspices of the National Committee the biographies of pioneers be written and assembled in a complete volume to enable The Delta Kappa Gamma Society to make its contribution to

a field practically unexplored in our country.

7. *Legislation:* As a part of our primary objectives and with particular concern for our fourth purpose, it is recommended that each state, each chapter, each individual member be cognizant of impending legislation for education and for women and that the active participation, so splendidly launched during the past year, may continue to grow in every state, every county, every city, every area in the land.

8. *Scholarships:* In consideration of our fifth purpose, it is urged that more publicity in state publications be given to the two annual scholarships awarded by our Society in order that more worthy applicants may be discovered with each new scholarship announcement. The states already offering scholarships are commended, and other states are encouraged to proceed toward similar goals.

9. *Teacher Welfare:* As a means to interpret our sixth and seventh purposes, it is proposed that we embark on a program of action under the coordinated guidance of the three national committees on *legislation, program, and teacher welfare and morale*. To uncover the problems, to discuss them and provide methods of improvement, to carry out some active project with the intention of correcting existing conditions where necessary, and to propose, work for, and put on the statute books laws that will better conditions of women teachers, these are the fundamental approaches to the implementation of the sixth and seventh purposes.

10. *Research:* It is strongly urged that the work of this committee be started in order that there may be a collection of data, a compilation and interpretation of the facts assembled, and that a study of the findings may be prepared for publication. As a component part of the information needed in our legislative-program-teacher welfare "study with action" set-up, the research committee could make a unique contribution.

11. *Educational Roster:* It is suggested that before the publication of a second *Educational Roster*, the committee determine the qualifications it would advise for the nomination of each educator to such a list. The usefulness of such a roster is dependent in large part on the criteria of selection.

12. *Membership:* It is recommended that the committee assigned to this aspect of our organization consider the qualifications that might be set up for honorary membership. This would involve an interpretation of our second purpose and of Article III, Section 5 of our Constitution. It is further suggested that a special recommendation blank to be used for proposing honorary members be prepared and submitted to the national planning committee.

13. *Public Relations:* It is urged that every state and every chapter appoint a committee on public relations in order to continue the splendid work accomplished during the past year. The use of the newspaper, the educational publication, the radio, and any other field of communications should be explored and utilized to the utmost. Through the inclusion of lay members of civic organizations in public Delta Kappa Gamma forums and discussion groups, much of the personal work needed in public relations can be realized.

14. *Revision of the Ritual:* It is proposed that copies of the revised ritual be duplicated and sent to members of the national executive board and to chapter presidents for their consideration and discussion some time well in advance of the national convention of 1950. It is further suggested that a dramatized version of the revised ritual be presented to the members present at the 1950 meeting.

15. *Selective Recruitment:* It is recommended that the work of this committee toward urging the appointment of similar committees in organizations other than Delta Kappa Gamma be continued and that other organizations be

advised of those among their membership who are Delta Kappa Gammars. This may make it possible for Delta Kappa Gammars to be included in the group whenever a selective recruitment committee is appointed, particularly by a lay organization.

16. *Organization in Foreign Countries:* It is proposed that the expansion of our organization to include Canada and Mexico be effected and that those among our members who can supply adequate information with regard to candidates in either country prepare the material and send it to the chairman of this national committee.

17. *Transfers:* It is strongly urged that the unwieldy system of transferring members may be revised or an improved system presented to the end that we retain on our rolls members who are valuable in their contributions to our society and who might continue in their active participation in other chapters or states if our transfer system were not so complex.

18. *Foreign Members:* It is recommended that we keep in touch with our members now returned to their own countries, that through our states and chapters we provide honorary members with subscriptions to our publications, and that in states and chapters we subsidize the dues of active members according to the rates of exchange between the foreign monetary system and ours.

With the conclusion of twenty years of the Delta Kappa Gamma Society comes a flood of thoughts. The growth of our Society is, perhaps, the greatest phenomenon of all. That from a nucleus of twelve women there should develop one state, chapters within that state; other states, their chapters in turn is in itself incredible. Yet all of this has come despite organization in the days of deep depression, an in-

crease in membership in the blackest days of war, and expansion beyond the mainland in days of saddest controversy. Small wonder that it seems unbelievable and makes us view with incredulity the kind of world through which we apparently have passed unscathed if not also strengthened by its adversities.

Expansion in numbers is not our only growth. From an organization of women whose foremost interest was in fellowship, we have become a powerful instrument for doing good. A brief glance at our accomplishments in these reports and in those of other years will offer proof of this fact. The zest with which our members take on new assignments, the fervor with which they carry them to an ultimate realization, and the humility with which each member disclaims all credit for a task well done, these are the characteristics of the Delta Kappa Gamma spirit.

The outreach of generosity and sympathy for those beyond our shores has impressed us all by its magnanimity—can it be turned toward home? The closeness of comradeship within our chapter meetings has fascinated us by its depth—can it be shared with others? The world's ills cannot be remedied by old cures; these have been tried and found wanting. The power of women with their especial talents, their particular understanding, their intuitive approaches, their unflagging devotion, their unlimited sympathy has never been tried because no leader strong enough in persuasive

powers has appeared to urge them on. What MIGHT our women have if they would only use it! What FORCE our women possess if they would only act! Twenty years of existence have brought us to a threshold we may cross or not as we will. As educators and idealists, as human beings experienced in understanding the growth of the human mind and soul, we can offer our key to unlock the door be-

yond that threshold. The close-knit strength of our combined shoulders can help to open that door. The next decade has begun. Will it bear the imprint of our vigor; will humanity be richer for the solution we know must work? Only the selfless devotion we give to great causes can answer; only the new decade can tell.

BIRDELLA M. ROSS,
President.



Annual Report of the National Executive Secretary

1948-1949

HEAVY, unexpected, and exhausting demands upon the time, energies, and spirits of all those at Headquarters have conspired to frustrate us in doing our best work and in fulfilling our obligations to the maximum of our several abilities. In spite of these hindrances to effective functioning, we can report a year that is satisfying from many points of view. From the vantage ground of the National Office we see signs of rejuvenation in many chapters; we observe the enthusiasm which characterizes the programs followed throughout the United States; we note the steady purpose which animates the work of so many units of our organization.

Assertions of disruption and disunity cannot be substantiated. Our observation of the work throughout the United States has been so widespread that we can speak with assurance of our spectacular growth not only in the number of members and new chapters that have been organized but also in the steady, undeviating intent of our members to realize our purposes. We have made significant strides, particularly in some of the following fields:

1. The organization of a rich, vital, cosmopolitan Hawaiian group;
2. The expansion of our work with foreign teachers and the awards made to a number of foreign fellows;

3. The active work we have done with the World Organization of the Teaching Profession in two areas;
4. The greatly improved and much speeded-up program in legislation;
5. The delegation to the meeting of the United States Commission of UNESCO;
6. The appointment of a committee and initiation of work in the field of public relations;
7. The progress made by the Music Committee in the compilation of the new song book;
8. The beginning of work by an especially appointed Teacher Welfare Committee.

Progress in all of these areas represents either the culmination of work that has been going on over a considerable period of time or the initiation of new activities, and on all of these phases of work we have made specific recommendations during the past three years.

In accordance with the provisions of the revised Constitution this is the year for the series of regional meetings which are to replace the national convention formerly held annually. Accordingly the Planning Committee, of which the four Regional Directors are members, has devoted considerable time to the cooperative discussion of the underlying plan which should be operative in all these meetings; the foci of attention were agreed upon; certain techniques and workshop discussions

were planned; and symposiums on aspects of our national program were provided for. To all of the four Regional Directors we owe our thanks for skillful planning, careful direction, and intelligent cooperation. The outcomes of the several regional meetings are, of course, intangible; but if the comments of those who attended mean anything the meetings were replete with stimulation, help on various problems, and guidance in several circles of endeavor. The demonstration of the fine coordination that can be achieved among several committees in the tri-committee panels sponsored by the Program, the Legislative, and the Teacher Welfare Committees was splendid evidence of our growth in thinking and the realization of the meaning of our purposes.

Office Administration

The major improvement in office administration during this past year is directly attributable to the fact that we were able, after a long search, to secure more adequate office space and facilities. We have not publicized the difficulties under which we worked at our former office address, but it may be of importance to our members to realize that we were trying to function under unbelievably poor conditions. The floor space was hopelessly inadequate, and it was literally impossible to secure any additional space. The secretary and clerks in the office, as well as the Executive Secretary and Treasurer, worked in

the intense heat of Austin summer weather for three years without any air-conditioning and with the aid of fans that did little more than blow papers about. More than that, our clerks were obliged, because of the inadequacy of space, to work in dark corners which had no ventilation and always under artificial light. No one had a place of her own to work undisturbed because of the constant shifting of activities. Janitorial service was hopelessly inadequate; rest rooms were filthy; and to add to our difficulties elevators frequently dropped with a number of persons in them.

When the small building in which we are now housed was put on the market for rental we investigated at once, and the National President gave immediate approval to our request to move the offices to the more desirable location. Members have been apprised of the change in address, and we have had little difficulty in having our mail delivered. The space now is adequate for all the present personnel; each person has a place to work. The building is comfortably air-conditioned, and we hope that it will be as comfortably heated during the winter months.

At the meeting of the Executive Board in 1945, held in Denver, Colorado, by a unanimous vote of the Board the Executive Secretary was instructed to "furnish the National Offices suitably and adequately." We have never been able to do this because immediately after the war, for at least two years, good furniture

was not on the market. When it became evident that we were not going to be able to find any additional space where we were housed, there was no point in purchasing articles for which we had no space. After our removal to the present address, the National President instructed us to complete the furnishing of the offices properly, and this we have done as rapidly as possible. Although we still lack a few articles which have been ordered, the offices are attractive, light, well furnished, and harmonious in their ensembles. We hope that members who are in Austin either for a short time or for a longer period will avail themselves of the opportunity to get acquainted with the facilities at Headquarters. It is always our pleasure to welcome members, and we hope that many more will take the opportunity to visit Headquarters now that we are a little more comfortably housed.

* * *

Our mailing list and its management is still a major problem and requires the full time of one clerk. We have made during the past year 11,265 changes and additions. This number is slightly lower than the number made last year. The new change of address cards have been of appreciable help. More and more members are using these cards, and sending them in with the ten cents requested; and we can thereby expedite the changes of address materially. There are still a number of members who move about and never advise us except to complain

after a number of months that they are not receiving their publications. Individual members can assist us greatly in speeding our service in this respect.

When treasurers send the new membership cards to the Headquarters Office they are instructed to accompany the cards with duplicate, alphabetized lists. These lists are checked with the cards, and one copy is returned to the treasurer to indicate the receipt of the cards. Unless we have a membership card on file for you, the only alternative we have is to drop your name from the mailing list.

With respect to the count on membership we would advise and urge a more active collaboration between presidents and treasurers. This applies both on the chapter level and state level. It was necessary for us to check the report of every state president with the treasurer's reports because we found so many grave discrepancies in numbers. Apparently chapter presidents and treasurers do not maintain active communication on their membership lists; otherwise there would not be so many disparities.

We urge that chapter presidents, secretaries, and treasurers do not use any blanks which are out of date. Many times—probably because of an inclination to be thrifty—chapter officers use blanks which are from six to ten years old. Lists and prices have changed, and the incidental confusion of such orders only delays both the Headquarters Office and you.

Transfers should be reported more promptly. We realize that the transfer system is cumbersome, and we are aware of the need for change. The National President has already spoken of the possibility that the system that we now have will be changed by recommendation from the committee delegated to study that procedure. Until that time, however, we can do no better than to follow the procedure outlined. We observe so many cases in the Headquarters Office where members have been delayed an unbelievable number of months or even years by the tardiness of executive secretaries or presidents in making the transfers.

We have urged members on previous occasions to give us time to fill orders so we do not disappoint you in speeding materials to you by the date on which you need them. We are glad to note that there has been definite improvement along this line.

We would urge that those responsible for sending us the notice of deaths of members should do so promptly. We report those deaths in the column, "Lest We Forget," in every issue of the *Bulletin*; but sometimes the death of a well-known person is not included because we have not been advised.

Membership

As we have observed in a preceding paragraph, it was necessary for us to check the reports of all presidents with the reports of the treasurers, and in many cases with the actual receipts of money for initia-

tion and dues. There is no disposition to attach blame to anyone for we know how difficult is the job of the state president, but apparently we need to revise our presidents' report forms in order to assure more accurate counts. The report blanks which we are using at present have some of the features that were included in years past, some that were approved by the committee appointed to revise all forms, and some that necessity has dictated from time to time. We feel, however, that, although we use every item on these reports, we must devise some means by which the figures we receive can be depended upon more nearly.

You will note there has been an increase of members from 33,095 to 36,608. We are aware that there are several hundred members of one type or another for whom we have received no report this year. Because we have reason to believe that some of these members are still active, although their treasurers have not reported them, we are taking the trouble to investigate every case in order to be sure that they are not dropped from the rolls if they have fulfilled their obligations.

At the time of the compilation of our annual report a year ago we totaled 823 chapters. During this year we have leaped ahead to the startling total of 885 chapters. Those who noted the growth chart in the summer issue of the *Bulletin* will realize that from the time the copy for that *Bulletin* went to press and the time of this report there has

MEMBERSHIP COUNT
(As of June 30, 1948 and June 30, 1949)

| State | 1948 | 1949 | No. of Chapters | No. of Chapters |
|----------------------------|---------------|---------------|--------------------|--------------------|
| | Total | Total | 1948 | 1949 |
| Alabama | 1327 | 1410 | 38 | 38 |
| Arizona | 343 | 381 | 9 | 9 |
| Arkansas | 716 | 806 | 26 | 27 |
| California | 2085 | 2320 | 50 | 54 |
| Colorado | 662 | 759 | 20 | 21 |
| Connecticut | 254 | 270 | 5 | 6 |
| Delaware | 78 | 83 | 2 | 2 |
| District of Columbia | 121 | 120 | 2 | 2 |
| Florida | 648 | 728 | 15 | 15 |
| Georgia | 562 | 704 | 21 | 25 |
| Idaho | 170 | 193 | 8 | 8 |
| Illinois | 1874 | 2023 | 42 | 44 |
| Indiana | 1346 | 1462 | 32 | 33 |
| Iowa | 469 | 524 | 16 | 17 |
| Kansas | 1119 | 1249 | 29 | 34 |
| Kentucky | 410 | 434 | 10 | 10 |
| Louisiana | 904 | 1010 | 27 | 29 |
| Maine | 189 | 259 | 6 | 9 |
| Maryland | 324 | 390 | 6 | 7 |
| Massachusetts | 141 | 429 | 2 | 13 |
| Michigan | 584 | 739 | 15 | 19 |
| Minnesota | 407 | 438 | 8 | 9 |
| Mississippi | 357 | 385 | 10 | 10 |
| Missouri | 678 | 738 | 16 | 17 |
| Montana | 331 | 341 | 11 | 12 |
| Nebraska | 528 | 571 | 14 | 16 |
| Nevada | 42 | 48 | 2 | 2 |
| New Hampshire | 40 | 37 | 0 | 1 |
| New Jersey | 145 | 153 | 3 | 3 |
| New Mexico | 461 | 516 | 15 | 15 |
| New York | 635 | 658 | 10 | 11 |
| North Carolina | 761 | 855 | 17 | 19 |
| North Dakota | 242 | 210 | 9 | 9 |
| Ohio | 2776 | 2891 | 61 | 61 |
| Oklahoma | 1185 | 1265 | 32 | 32 |
| Oregon | 393 | 464 | 11 | 14 |
| Pennsylvania | 797 | 915 | 28 | 28 |
| Rhode Island | 61 | 75 | 0 | 0 |
| South Carolina | 351 | 382 | 9 | 11 |
| South Dakota | 134 | 194 | 4 | 7 |
| Tennessee | 791 | 865 | 21 | 21 |
| Texas | 5210 | 5578 | 97 | 97 |
| Utah | 259 | 268 | 4 | 4 |
| Vermont | 97 | 101 | 2 | 2 |
| Virginia | 357 | 386 | 11 | 13 |
| Washington | 860 | 967 | 25 | 26 |
| West Virginia | 259 | 309 | 8 | 8 |
| Wisconsin | 551 | 596 | 13 | 13 |
| Wyoming | 61 | 81 | 1 | 2 |
| Hawaii | 0 | 28 | 0 | 0 |
| Total | <u>33,095</u> | <u>36,608</u> | <u>823</u> | <u>885</u> |

been an appreciable increase.

The disparity in total member count is due to the fact that we did not receive dues from some members.

In this report we have made a comparative chart to indicate the growth of the respective states over last year both in membership totals and in chapters. You will note the substantial growth in states like Massachusetts, for example. In every case where the organization has proceeded in this dynamic fashion it is due to the enthusiastic leadership in those particular areas.

Again we counsel a scrutiny of the number of honorary members. We have remarked on previous occasions the high percentage of honorary members in some states. Chapters should watch their own invitations and weigh rather carefully the proportion of honorary members.

It would perhaps not be inappropriate at this juncture to remind treasurers (both state and chapter) that cards should be sent in for honorary members just as for any other type of member. However, money for their publications fee should accompany the card.

We are faced in some states by the perplexing problem of complying with the provisions of the Constitution with respect to quota and at the same time filling our organization's ranks. In certain states where population is quite scattered a county area is so huge that it cannot possibly be designated for a chapter unit. Besides this factor, the number of teachers in some of

those large counties is so small that there are not enough teachers in the county to fill the quota of a chapter. This situation is true in certain parts of Montana, in certain areas in Wyoming, in Nebraska, and Nevada, to name only a few places. It does not seem quite fair that in more densely populated areas chapters may, because of the transfer system, accept an unlimited number of transferred members, thus bringing their chapter roster up to a figure far beyond the quota; and in other places where the desire to organize and to do the work on which we have agreed is just as strong they are completely frustrated because of the conditions. This is not a problem which we can dispose of quickly or casually. We need to address ourselves to it thoughtfully and to hear the explanations of the presidents of some of those states before we can come to a decision.

We have observed our increasing tendency to invite into honorary and active membership numbers of our fellow teachers who are in residence in the United States temporarily. We have always applauded that evidence of our fellowship. We need, however, to do a much more consistent piece of follow-up work. When many of these teachers return to their own countries we lose sight of them because their addresses are never given us; no provisions are made for them to keep up their membership. We feel that we are losing an opportunity to cement the fine relations that are built up by allowing some of these

members to be lost. Likewise we should like to urge upon our members that they supply us with the addresses of our own teachers who have gone abroad for a year's exchange. Many of them report to us that they never hear anything from the organization while they are away. This seems too like a lost opportunity.

The National President has referred to the completion of the state organization in the Hawaiian Islands. We should like to enlarge upon that statement somewhat because the fulfillment of that hope meant two or three years' intensive work and correspondence. An unbelievable number of letters went out from Headquarters. We owe to Mrs. Eva Philip Curry and her associates an immeasurable debt of gratitude for the fine, consistent planning that made the Hawaiian organization possible. It had a splendid start, not only because of the quality of the leadership and the vigor of the efforts supplied by our members in residence but also because of the cosmopolitan character of the group finally invited into membership. This is our first real international group. It represents a wide variety of races, training, and background. The reports we have thus far of the work of the group have been not only reassuring but exhilarating.

Mrs. Carrie Belle Parks Norton, who was appointed to the chairmanship of the committee delegated to investigate the possibilities of foreign organizations, has been working in-

defatigably in that direction. This work, too, is an outgrowth of a recommendation that was made for two consecutive years. We hope that all of our members will be ready to give Mrs. Norton's committee all possible assistance when the report is made indicating how we may go about actual organization in several foreign countries.

A final word about membership may not be inappropriate. If we are to fulfill the fundamental purposes of our organization, we should select for members only those women who have given distinctive leadership or service to our profession. We are in receipt of letters from time to time which indicate that in our zeal for expansion membership committees sometimes fail to remember the criteria which ought always to be considered in selecting members. One state chairman wrote not many months ago that it was the opinion of her committee that too many distinguished women had been omitted from our membership. She was speaking, of course, only for her own state. It is a point which we might all profitably consider.

Public Relations and Service to State Organizations

Nearly 50,000 miles have been covered during the year by the Executive Secretary in fulfilling her contractual obligations to chapter and state units and in attendance upon other educational meetings.

The first trip of the year took her to combined chapter meetings in Charleston, West Virginia, and to

a state convention in Burlington, Vermont. A long series of meetings in the interests of teacher recruitment scheduled for various places in New Mexico had to be canceled, partly because of weather conditions and partly because of physical disability. In Bloomington, Vincennes, and Indianapolis, Indiana, she addressed meetings of several different types. The one in Vincennes was especially significant because it brought together the representative women's organizations of the whole city in one meeting. The Delta Chapter of San Marcos, Texas, initiated a meeting to which representatives of other women's organizations were invited, as well as the faculty of the college. The American Association of School Administrators and the meeting of Colleges and Schools for Teacher Education took her to St. Louis in February. In March she visited the state convention in Oklahoma. She acted as one of the official delegates to the United States Commission of UNESCO, which held its meeting in Cleveland, Ohio. In April the Executive Secretary addressed a combined meeting of representatives of nine chapters in Boulder, Colorado, and two days later visited the state convention in Pueblo. From there she went to the state convention of Illinois and Springfield. From the latter place she returned to the University of Oklahoma for the Career Day Conference sponsored by the student organizations of the University.

She spent ten days in Nevada

traveling from place to place and working intensively with small groups, with chapters and with committees. She visited the state convention of Utah held in Salt Lake City and later met a large group in Cheyenne, Wyoming. The state convention of Maryland at Betterton was the next stop and was followed by a journey to the state convention in Tennessee. She addressed the garden party at the University of Texas, where members from many different places are accustomed to assemble at the invitation of the Alpha Chapter each summer.

It had been agreed that the National President should attend two of the four regional meetings as the official delegate, and the Executive Secretary should attend the remaining two. Accordingly, she went to the Northwest Regional Meeting held in Glacier Park, Montana, and to the Northeast Regional Meeting in Rochester, New York.

Publications

We have no new publications to report this year, although we have reissued new printings of the Constitution, the handbook and various other pamphlets which are mailed out of this office in large quantities.

In accordance with the agreement made with the Executive Board at the last national convention, a special anniversary edition of the *Bulletin* was prepared, and upon this a great deal of work was spent. It should provide a compendium of information about many aspects of our history and our work that are

difficult to assemble. We have had printed several hundred additional copies of that issue, and those who wish an extra copy may have it for the price of fifty cents. It should be of value for some years to come.

Although it has not been published, we have prepared an extensive report based upon a questionnaire sent to British and American exchange teachers. This study was undertaken at the specific request of the World Organization of the Teaching Profession, and the response to the questionnaire was extraordinarily good. It is possible that the study will be published at a later date. We are sending copies of it to all those who participated, because we feel that the findings are of value not only to those who engaged in the study but should be of special interest as well to the governmental and other agencies involved in sponsoring teacher exchange.

A second project which should culminate in some publication, and which was again initiated at the request of the Secretary General of the World Organization of the Teaching Profession, was the work on professional organizations in other countries. In this particular case we can present only a report of progress. We are awaiting specific instructions from the Executive Committee of WOTP concerning the completion of that work.

Recommendations

Because this is an interim year and we have no means of securing

a vote by the Executive Board upon specific recommendations we shall offer no particular suggestions for the extension of our program.

Our members have exhibited, as they always do, potentialities of enormous service. They have given evidences of vision, of far-sighted intelligence, and planning that are satisfying and yet provocative to larger endeavors. We are holding before you the 15 points listed in our report given at the New York Convention in August, 1947. Those suggestions for the realizations of our opportunities and the attainment of professional stature and maturity still seem to us worth our members' scrutiny and efforts.

* * *

We are immeasurably grateful to the hundreds of members throughout the country who have written us to assure us of their loyalty and their understanding. We have no words to express our appreciation of the kind words that have been said by dozens of our state and chapter officers. We have endeavored to serve you to our fullest capacity and to fulfill every obligation delineated in our continuing contract with you. That so many of you have written us your approval and support is a source of gratitude and thanksgiving.

Respectfully submitted,

M. MARGARET STROH,

National Executive Secretary.

REPORT OF EXAMINATION
THE DELTA KAPPA GAMMA SOCIETY
AUSTIN, TEXAS, June 30, 1949

HOWARD T. COX & COMPANY
AUDITORS AND ACCOUNTANTS
SCARBROUGH BUILDING

HOWARD T. COX
CERTIFIED PUBLIC ACCOUNTANT

AUSTIN 22, TEXAS

FRED J. SUBLLETTE

August 20, 1949

Board of Directors
The Delta Kappa Gamma Society
Austin, Texas

Mesdames:

We have completed our examination of your books of account and record for the fiscal year ended June 30, 1949, and submit our report.

FINANCIAL CONDITION

The Balance Sheet included in this report, in our opinion, correctly sets forth the financial condition of the Delta Kappa Gamma Society—Austin, Texas as of June 30, 1949.

The Comparative Balance Sheets at June 30, 1949, with June 16, 1948, is as follows:

| | <i>6/30/49</i> | <i>6/16/48</i> | <i>Increase</i> |
|----------------------------|----------------|----------------|-----------------|
| ASSETS | | | |
| Cash..... | \$ 17,839.96 | \$ 10,731.39 | \$ 7,108.57 |
| Government Securities..... | 153,537.00 | 142,537.00 | 11,000.00 |
| Permanent..... | 10,150.00 | 9,800.00 | 350.00 |
| Other..... | 500.00 | | 500.00 |
| | <hr/> | <hr/> | <hr/> |
| | \$182,026.96 | \$163,068.39 | \$18,958.57 |
| LIABILITIES | | | |
| Surplus..... | <hr/> | <hr/> | <hr/> |
| | \$182,026.96 | \$163,068.39 | \$18,958.57 |

INCOME & EXPENSE

Schedule Income & Expense sets forth the transactions of each fund for the Fiscal year ended June 30, 1949, and reflects in detail the items contributing to the excess of income over expense of \$18,958.57.

Schedule Trace of Cash is included in this report, setting forth in detail the actual cash received and disbursed for this period.

SCOPE OF EXAMINATION

All cash receipts were traced into the depository. All checks issued during the period under audit were examined for signature, bank cancellation, endorsement, and purpose for which drawn. No exceptions of consequence were noted. Bank balances were verified by direct correspondence.

The bonds are allocated to the following Funds:

| | |
|-------------------------|--------------|
| Permanent..... | \$ 41,000.00 |
| Scholarship..... | 90,000.00 |
| Educators Award..... | 17,537.00 |
| Annie Webb Blanton..... | 5,000.00 |
| | <hr/> |
| Total..... | \$153,537.00 |

Should further information be desired, kindly advise us.

Very truly yours,
HOWARD T. COX & COMPANY
HOWARD T. Cox
Certified Public Accountant.

BALANCE SHEET

THE DELTA KAPPA GAMMA SOCIETY—AUSTIN, TEXAS

June 30, 1949

ASSETS

| CASH ON DEPOSIT | | | | | |
|--|-----------|--|--|--------|---------------------|
| Fort Worth National Bank..... | | | | | \$ 17,592.25 |
| First National Bank—Fort Worth, Texas: | | | | | |
| Savings Account—Permanent Fund..... | \$ 212.69 | | | | |
| Savings Account—Scholarship Fund..... | 35.02 | | | 247.71 | \$ 17,839.96 |
| GOVERNMENT SECURITIES | | | | | |
| Series F Bonds..... | | | | | \$ 37.00 |
| Series G Bonds..... | | | | | 100,500.00 |
| Treasury Bonds—2½%..... | | | | | 53,000.00 |
| | | | | | 153,537.00 |
| PERMANENT | | | | | |
| Real Estate—Austin, Texas..... | | | | | \$ 7,800.00 |
| Furniture and Fixtures..... | | | | | 2,350.00 |
| | | | | | 10,150.00 |
| OTHER | | | | | |
| Deposit—Injunction Suit Bond..... | | | | | 500.00 |
| | | | | | <u>\$182,026.96</u> |

LIABILITIES

| SURPLUS | | | | | |
|---|--|--|--|--|---------------------|
| Balance—June 16, 1948..... | | | | | \$163,068.39 |
| Excess Revenue for the Fiscal Year ended June 30, 1949..... | | | | | 18,958.57 |
| | | | | | <u>\$182,026.96</u> |

NOTE.—The Trace of Surplus by Funds follows:

| | 7/1/48 Balance | Excess income over expense | Transfer of funds | Purchase of Assets | 6/30/49 Balance |
|-----------------------------|---------------------|-------------------------------|----------------------|-----------------------|---------------------|
| Permanent..... | \$ 41,210.58 | \$ 2,931.41 | \$ 2,079.30 | \$ 850.00 | \$ 41,212.69 |
| Scholarship..... | 84,985.86 | 10,789.87 | 2,079.30 | — | 97,855.03 |
| A. W. Blanton Memorial..... | 5,000.00 | — | — | — | 5,000.00 |
| Educators Award..... | 17,537.00 | 181.57 | 435.07 | — | 18,153.64 |
| Available Fund..... | 14,334.95 | 3,319.47 | 504.93 | 850.00 | 19,009.35 |
| Emergency Fund..... | — | 1,736.25 | 940.00 | — | 796.25 |
| | <u>\$163,068.39</u> | <u>\$18,958.57</u> | <u>—</u> | <u>—</u> | <u>\$182,026.96</u> |

TRACE OF CASH

THE DELTA KAPPA GAMMA SOCIETY—AUSTIN, TEXAS

For the Period from June 16, 1948 through June 30, 1949

BALANCE—JUNE 16, 1948..... \$ 10,731.39

RECEIPTS**AVAILABLE FUND****TRANSFERS**

| | |
|----------------------------|-------------|
| From Scholarship Fund..... | \$ 6,000.00 |
| From Emergency Fund..... | 940.00 |
| | <hr/> |
| | \$ 6,940.00 |

OTHER

| | |
|-------------------------------------|--------------|
| Initiation Fees..... | \$ 9,854.55 |
| Annual Dues..... | 49,963.08 |
| Bulletin..... | 1,536.40 |
| Supplies..... | 5,088.15 |
| Interest—Government Securities..... | 1,200.00 |
| Miscellaneous..... | 1,149.34 |
| | <hr/> |
| | 68,791.52 |
| | \$ 75,731.52 |

EDUCATORS AWARD

| | |
|-------------------------------------|-----------|
| Balfour Royalties..... | \$ 794.07 |
| Interest—Government Securities..... | 387.50 |
| | <hr/> |
| | 1,181.57 |

EMERGENCY FUND

| | |
|----------------|----------|
| Donations..... | 3,437.00 |
|----------------|----------|

PERMANENT FUND

| | |
|-------------------------------|-------------|
| Initiation Fees..... | \$ 1,094.95 |
| Annual Fees..... | 5,551.45 |
| Sale of Publications..... | 1,358.57 |
| Interest—Savings Account..... | 2.11 |
| | <hr/> |
| | 8,007.08 |

SCHOLARSHIP FUND**TRANSFERS**

| | |
|--------------------------|-------------|
| From Permanent Fund..... | \$ 2,079.30 |
| From Available..... | 6,000.00 |
| | <hr/> |
| | \$ 8,079.30 |

OTHER

| | |
|-------------------------------------|-------------|
| Fees..... | \$10,478.24 |
| Interest—Government Securities..... | 1,960.00 |
| Sale of G Bonds..... | 6,000.00 |
| Balfour Royalties..... | 794.07 |
| | <hr/> |
| | 19,232.31 |
| | <hr/> |
| | 27,311.61 |
| | <hr/> |
| | 115,668.78 |

| | |
|--------------------------------|--------------|
| Total to Be Accounted for..... | \$126,400.17 |
|--------------------------------|--------------|

DISBURSEMENTS

AVAILABLE FUND

TRANSFERS

To Scholarship Fund.....

\$ 6,000.00

OTHER

| | |
|-----------------------------|--|
| Bulletin and News..... | \$28,910.25 |
| Committees..... | 2,954.81 |
| Conventions..... | 5,400.06 |
| Insurance..... | 72.75 |
| Office Supplies..... | 109.75 |
| Rent on Box..... | 7.20 |
| Miscellaneous..... | 77.82 |
| Headquarters..... | 7,403.16 |
| President's Office..... | 533.70 |
| Printing and Supplies..... | 5,751.45 |
| Salaries..... | 9,082.43 |
| Withholding Tax..... | 1,593.05 |
| Social Security Tax..... | 127.36 |
| Retirement Bond..... | 450.00 |
| Taxes—Ad Valorem..... | 28.05 |
| Legal and Professional..... | 80.00 |
| Surety Bond..... | 125.00 |
| Refunds..... | 259.35 |
| Travel..... | 2,505.86 65,472.05 \$71,472.05 |

EDUCATORS AWARD.....

1,000.00

EMERGENCY FUND

TRANSFERS

To Available Fund.....

\$ 940.00

OTHER

| | |
|------------------------------|------------------------------------|
| Vanport Teachers..... | \$ 1,000.00 |
| Fort Worth Teachers..... | 200.00 |
| Educator in Switzerland..... | 500.75 1,700.75 2,640.75 |

PERMANENT FUND

TRANSFERS

To Scholarship Fund.....

\$ 2,079.30

OTHER

| | |
|--------------------------------|---------------------|
| Rent..... | \$ 2,455.00 |
| Supplies..... | 417.90 |
| Moving and Storage..... | 132.38 |
| Legal Fees..... | 1,250.65 |
| Surety Bond..... | 150.00 |
| Janitor Service..... | 100.00 |
| Utilities..... | 88.52 |
| Ad Valorem Taxes..... | 232.51 |
| Telephone and Telegraph..... | 59.93 |
| Traveling Expense—Tellers..... | 174.70 |
| Miscellaneous..... | 14.08 5,075.67 |

CAPITAL OUTLAY

Dictaphone.....

350.00

DEPOSIT

Bond—Injunction Suit.....

500.00

8,004.97

SCHOLARSHIP FUND

TRANSFERS

To Available Fund.....

\$ 6,000.00

OTHER

| | |
|--------------------------|----------------------|
| Stipends..... | \$ 2,000.00 |
| Printing..... | 31.45 |
| Surety Bonds..... | 225.00 |
| Interest on G Bonds..... | 185.99 2,442.44 |

GOVERNMENT SECURITIES

G Bonds.....

17,000.00

25,442.44

108,560.21

BALANCE—JUNE 30, 1949.....

\$ 17,839.96

INCOME & EXPENSE

THE DELTA KAPPA GAMMA SOCIETY—AUSTIN, TEXAS

For the Period from June 16, 1948 through June 30, 1949

INCOME**AVAILABLE FUND**

| | |
|----------------------|-------------|
| Initiation Fees..... | \$10,949.50 |
| Annual Dues..... | 55,514.53 |

\$66,464.03

Less: 1/10 Allotment to Permanent Fund.....

6,646.40

| | |
|-------------------------------------|-------------|
| Bulletin..... | \$59,817.63 |
| Supplies..... | 1,536.40 |
| Interest—Government Securities..... | 5,088.15 |
| Miscellaneous..... | 1,200.00 |

1,149.34\$68,791.52**EDUCATOR'S AWARD FUND**

| | |
|-------------------------------------|-----------|
| Balfour Royalties..... | \$ 794.07 |
| Interest—Government Securities..... | 387.50 |

1,181.57**EMERGENCY FUND**

| | |
|----------------|----------|
| Donations..... | 3,437.00 |
|----------------|----------|

PERMANENT FUND

| | |
|--|-------------|
| 1/10 of Dues and Fees from General Operations..... | \$ 6,646.40 |
| Sale of Publications..... | 1,358.57 |
| Interest on Savings Account..... | 2.11 |

8,007.08**SCHOLARSHIP FUND**

| | |
|-------------------------------------|-------------|
| Fees..... | \$10,478.24 |
| Interest—Government Securities..... | 1,774.01 |
| Balfour Royalties..... | 794.07 |

13,046.32\$94,463.49**EXPENSE****AVAILABLE FUND**

| | |
|---------------------------------|-------------|
| Bulletin and News..... | \$28,910.25 |
| Committees..... | 2,954.81 |
| Conventions..... | 5,400.06 |
| Headquarters..... | 7,403.16 |
| President's Office..... | 533.70 |
| Printing and Supplies..... | 5,751.45 |
| Salaries..... | 10,733.30 |
| Taxes—Payroll..... | 69.54 |
| Taxes—Ad Valorem..... | 28.05 |
| Legal and Professional..... | 80.00 |
| Surety Bonds..... | 125.00 |
| Refunds..... | 259.35 |
| Insurance..... | 72.75 |
| Addressograph—Multigraph..... | 109.75 |
| Rent on Safety Deposit Box..... | 7.20 |
| Bank Charges..... | .50 |
| Miscellaneous..... | 527.32 |
| Travel..... | 2,505.86 |

\$65,472.05**EDUCATORS AWARD**1,000.00**EMERGENCY FUND**1,700.75**PERMANENT FUND**

| | |
|---------------------------------|-------------|
| Rent..... | \$ 2,455.00 |
| Supplies..... | 417.90 |
| Moving and Storage..... | 132.38 |
| Legal Fees..... | 1,250.65 |
| Surety Bond..... | 150.00 |
| Janitor Service..... | 100.00 |
| Utilities..... | 88.52 |
| Ad Valorem Taxes—Lot..... | 232.51 |
| Telephone and Telegraph..... | 59.93 |
| Teller's Traveling Expense..... | 174.70 |
| Miscellaneous..... | 14.08 |

5,075.67**SCHOLARSHIP FUND**

| | |
|------------------|-------------|
| Stipends..... | \$ 2,000.00 |
| Printing..... | 31.45 |
| Surety Bond..... | 225.00 |

2,256.4575,504.92Excess Income over Expense.....\$18,958.57

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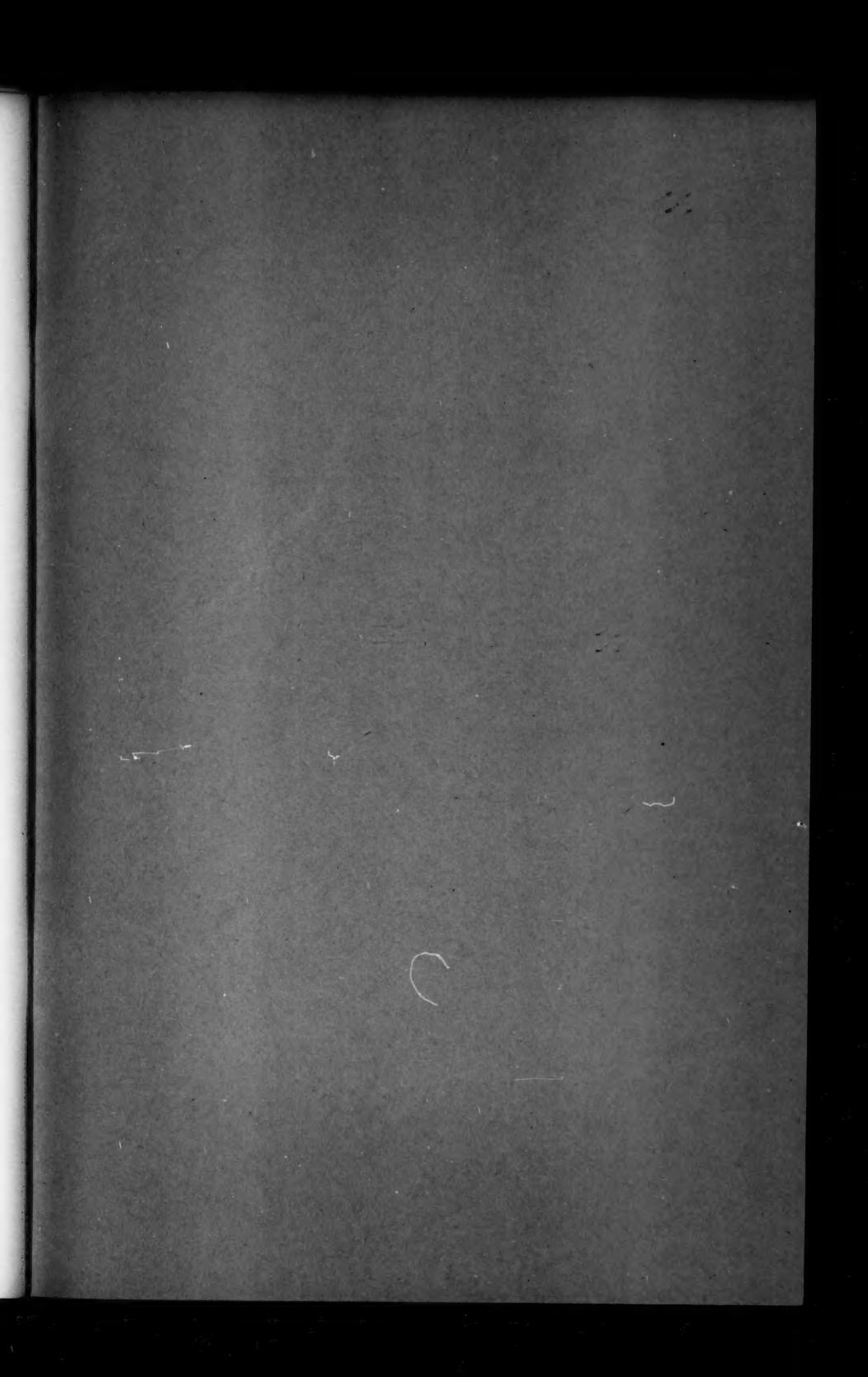
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